



Reading at Bawburgh Jan 2023

'Above and Beyond for All'

Introduction

At Bawburgh, we strongly believe that reading is a vital life skill, and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life.

Purpose:

Through this policy we aim to ensure consistency in the teaching and learning of reading throughout the school and to allow each child to have an equal opportunity to access high quality provision through the use of Guided and Whole Class Reading sessions.

As a school we aim to:

- Foster an enthusiasm for and love of reading for life.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- To identify accurate stages of attainment in reading for each child.
- To ensure that all children have an appropriate and challenging reading target set according to their reading stage.
- To develop comprehension skills of inference and deduction.
- That all children have an opportunity to access high quality and engaging literature in order to support them with making good or accelerated progress.

At The Bawburgh School Guided Reading is taught in different ways depending on the age of the children. In EYFS/KS1 the children are taught Guided Reading in small groups and in KS2 reading is taught as a whole class. Children working below the expected standard in reading will be provided with a reading intervention.

Guided Reading – EYFS/KS1

The purpose of Guided Reading is to provide children with opportunities to practice their reading at an age-appropriate level in a structured situation with support if required. Guided Reading aligns to the Monster Phonics scheme and children need to be assessed (using the Placement Procedure assessment) to establish the level of book they can read with 90% accuracy independently. Teachers will use the results of the Placement Procedure assessment to allocate children with a similar level of phonics knowledge to a guided reading group. Guided reading groups may change throughout the year to reflect assessment as children progress at different rates.

Teachers in EYFS/KS1 will deliver 3 timetabled sessions of guided reading each week. The same book is read in each of these sessions. The phonics focus words and HFWs are located at the start of each book and comprehension questions at the end. Grapheme flashcards for the Phonics Revisit and Preview section should be completed at the start of the session. Teachers should use the Guided Reading recording sheet to make notes of observations and track progress.

Session 1: Phonics Revisit and Preview

1. Use the grapheme flashcards to preview recently taught GPCs. Show the card and encourage children to say the sound. Now show the focus grapheme. The children say the sound. Teachers make a note of the recognition and recall of GPCs. The children read the phonics focus words that use this grapheme in the table at the start of the book.

Read together and individually in different ways:

- read the words in different directions or by reading similar words together, such as cake, take, rake.
- Make a note in the Monster Phonics Guided Reading Record Sheet of the fluency of reading of the phonics focus words. Can
- Repeat this activity for the HFWs. Record any difficulties with fluency in reading.

2. Before reading the story, look through the book. Identify the main characters and the setting and talk about what the story might be about. Use this as an opportunity to highlight and discuss any unknown vocabulary.

Session 2: Reading

1. Model the reading of a short section of the story. Remind the children how to sound talk and blend sounds to read unknown words: - See the word - Say the sound of each grapheme - Blend the sounds to read the word.

2. Each child has a copy of the book. Read the book as a group. This may take different forms, which may vary within a session or from session to session.

- All of the group read the book together, each child tracking with a finger
- Children read with their partner
- Individually where appropriate to ascertain decoding skills

Listen in as the children read and make notes on the Monster Phonics Guided Reading Record Sheet. Record:

- Ability to decode and blend
- CEW knowledge
- Fluency
- Expression and intonation
- Understanding of punctuation
- Understanding of language and context
- Participation
- Confidence

Session 3: Comprehension

1. The group discuss and re-tell the story.
2. Read the comprehension questions to the group.

In Year 1 and 2 books, comprehension questions appear at the end of the book. In Reception books, they appear at the start under 'Things to think about before reading the story'. Make a note of any significant comments on inference and understanding of the story and language on the record sheet.

Home Reading

At the end of the week, the book is sent home for the children to further practise reading. As each child has already practiced the book in school, the children must independently read the book to an adult at home, receiving support where necessary. The adult completes the Home Reading Diary.

Whole Class Reading – KS2

Pupils have reading lessons as a whole class. These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion
- Include a range of activities that enable pupils to develop their vocabulary and comprehension skills
- Each lesson is explicitly linked to the reading domains and the teacher models the reading skill that they want the children to develop.

How it works:

1. The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge **all** pupils. It should be at a level beyond that at which they can read independently, as specified in the [English National Curriculum](#). The text can be linked to a relevant topic and used to benefit other subjects, e.g. humanities and science
2. The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs
3. The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy
4. The teacher uses skillful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text
5. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example you may use drama to help children explore a character through role play, debates or freeze frames
6. The teacher makes assessments at the end of the lesson to inform planning of future sessions

The role of the teacher:

- Over the course of a lesson strong links are made to phonics, where appropriate.
- Teachers ask wide-angled questions, which are directly linked to the skill/domain which is being taught.
- Planned independent activities are directly linked to the skill/domain which is being taught.
- Teachers probe and develop pupil responses by asking pupils to provide evidence from the text.
- Success criteria for specific reading skills are generated with pupils, and these are referred to during the lesson and in the plenary.
- Guided Reading planning sheets and recording sheets provide high-quality assessment information about attainment in Reading and next steps.
- Reading skills are modelled and taught explicitly by the class teacher.
- Skills in reading are developed over a series of sessions.
- Effective use is made of partner and collaborative work.
- on/series of lessons a skill is introduced and developed.

- **Whole Class Guided Reading in KS1 (Once phonics programme is complete)**
- LA children pre-read/pre-teach vocabulary
- Teacher models reading the text and provides opportunities for children to read the text independently/in pairs/choral reading
- Questions linked to the reading domains are explored as a class, and the teacher **models** high quality answers
- The teaching assistant is capturing observations for evidence as the session is taking place.
- When the children are working independently, the teacher takes a group for a re-read of the whole class text
- Or, the class teacher works with a group as they complete the planned reading activity, questioning and deepening their opinions as they work and noting their responses.
- Differentiation is provided through scaffolding and support provided by the T/TA.

Whole Class Guided Reading in KS2

- Teacher models reading - new vocabulary is explored
- Children given opportunities to practise fluency – independently/in pairs/ in groups.
- 60 second retrieval quiz
- Questions linked to the reading domains are explored as a class, and the teacher **models** high quality answers
- Children work collaboratively and independently to complete further questions linked to the reading domains.
- Differentiation is provided through scaffolding and support provided by the T/TA.

Comprehension Learning

Each guided reading session must focus on the reading domains. It is important that planning is more heavily weighted towards vocabulary (Read it), inference (think about it) and retrieval (find it). In KS1/LKS2, the teacher may want to spend 2-3 weeks on one domain, depending on the needs of the children. This will not be dictated but all content domains must be covered throughout the year.

Example of KS2 Planning

School

Vocabulary



1. Define 'dilapidated'.

Zach was waiting at the Littles' dilapidated gate waiting for him.

Use the word in your own sentence.

2. Read the paragraph beginning: 'Oh I'm sorry about that...' pg 100

Find and copy a word which means to be extremely distressed about something.

3. Which word has the closest meaning to 'dejected'?

annoyed downhearted miserable

60 second retrieval quiz.



- What does Tom pack Willie for lunch?
- Why is George annoyed that he can be seen?
- Why does William have to go in Mrs Black's class?
- What did the children do on their first day?
- How can you tell Willie has never really used a pencil before?
- What shocks Tom about Willie's pencil skills?
- Why is Mr Ruddles annoyed?

Partnered Talk



Why do you think Tom wants to teach Willie to read and write?



Individual Thinking



How does Michelle Magorian make you feel sympathy for Willie in this chapter?

Find at least 3 pieces of evidence.



Sequencing

Order the parts of the chapter by labelling them in order (1 to 6).

Willie has supper.	
Mr Ruddles is annoyed with Tom for the light escaping from his open door.	
Willie goes into the village hall with the twins, George and Zach.	
The twins and George knock on the door to talk to Willie.	
Willie is put in Mrs Black's class.	
Tom gives Willie a paper bag with two apples and an egg sandwich inside.	

Predict



Predict what will happen at school.

Evidence

Vocabulary

1. Define 'dilapidated'.

Zach was waiting at the Littles' dilapidated gate waiting for him.


Use the word in your own sentence.

2. Read the paragraph beginning; 'Oh I'm sorry about that...' pg. 100


Find and copy a word which means to be extremely distressed about something.

3. Which word has the closest meaning to 'dejected'?

annoyed downhearted miserable


READ IT 


Why do you think Tom wants to teach Willie to read and write? Explain fully using evidence from the text.

THINK ABOUT IT 


Order the parts of the chapter by labelling them in order (1 to 6).

Willie has supper.	
Mr Ruddles is annoyed with Tom for the light escaping from his open door.	
Willie goes into the village hall with the twins, George and Zach.	
The twins and George knock on the door to talk to Willie.	
Willie is put in Mrs Black's class.	
Tom gives Willie a paper bag with two apples and an egg sandwich inside.	



 What do you think will happen at school?

How does Michelle Magorian make you feel sympathy for Willie in this chapter? Find at least 3 pieces of evidence.

EXPLAIN IT 



Goodnight Mr Tom
Chapter 8

Medium Term Planning

Medium Term planning ensures coverage of a range of text, all reading domains and identifies tier 2/3 vocabulary. Planning links to topics when appropriate, in order to reinforce vocabulary.

Example of KS2 Medium term planning

Autumn 2						
Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:
Text Types: Non-fiction, Fiction, Poetry	Text types: Non-fiction, poetry	Text type: non-Fiction	Text type: Fiction	Text type: Non-Fiction	Text type: Fiction, Trailer	Text type:
Theme: Bonfire Night	Theme: Remembrance	Theme: Energy/Forces	Theme: WW2	Theme: WW2	Theme: Christmas	Theme:
Extracts: Wildwitch: Wildfire by Lene Kaaberbol Newsround Article 'Bonfire Night Fireworks' It's Bonfire Night by Kevin McCann	Extracts: 50 Things you should know about the Second World War by Simon Adams Poem 'Wait for Me' by Valentina Serova BBC news article	Extracts: William Kamkwamba – The Guardian How Parachutes Work How Do Solar Panels Work?	Extracts: Once by M.Gleitzman Letters from the Lighthouse E.Carroll	Extracts: Notable People: Reginald Joseph Mitchell – inventor of the Spitfire	Extracts: A Christmas Carol The Muppets Christmas Carol The Miracle on Ebenezer St	Extracts:
Vocabulary Examples: Tier 2: merely, leaden, precisely, honorary,	Vocabulary Examples: Tier 2: liberated, strife, dreary, traumatic Tier 3: armistice	Vocabulary Examples: Tier 2: ingenious, structured, descend, reliable Tier 3: irrigation, drought, renewable	Vocabulary Examples: Tier 2: navigation, measly, flaw Tier 3: orphanage	Vocabulary Examples: Tier 2: revolutionary, convalescence, synonymous Tier 3: biplane, Luftwaffe,	Vocabulary Examples: Tier 2: unfurled, jostled, inclined, cherish Tier 3: ancestors, bookkeepers, unemployed	Tier vocabulary
Content Domains: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains: 2a, 2b, 2c, 2d, 2f, 2g, 2h	Content Domains: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains:
Links:	Links:	Resource List - Year 5 - Google Docs	Resource List - Year 6 - Google Docs	Resource List - Year 6 - Google Docs	An Exclusive Extract from The Miracle on Ebenezer Street 	

Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The English reading tests will focus on the comprehension elements of the national curriculum.

The KS1 Reading Content Domains:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

The KS2 Reading Content Domains:

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Frequency of Whole Class Guided Reading

Ideally Guided Reading sessions should take place at least four times a week, for 30 minutes. This ensures that for most children progress proceeds at a fast pace. However, less able readers may need more practise and it is the teacher's responsibility to plan a more personalised support to meet the needs of these children.

Guided Reading Prompts for Key Stage 1:

1a: Draw on knowledge of vocabulary to understand texts:

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

1e: Predict what might happen on the basis of what has been read so far:

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

1c: Identify and explain the sequence of events in texts:

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text:

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information:

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

Guided Reading Prompts for Key Stage 2:

2a: Give/explain the meaning of words in context:

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

2c: Summarise main ideas from more than one paragraph □ What's the main point in this paragraph?

- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How

2b: Retrieve and record information/identify key details from fiction and non-fiction:

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2d: Make inferences from the text/explain and justify inferences with evidence from the text:

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author

many times is it mentioned?	chose them?
<p>2e: Predict what might happen from details stated and implied:</p> <ul style="list-style-type: none"> • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? • Which other author handles time in this way; e.g. flashbacks; dreams? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? Will that influence how the story develops? • How is character X like someone you know? Do you think they will react in the same way? 	<p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole □ Explain why a character did something:</p> <ul style="list-style-type: none"> • Explain a character's different/changing feelings throughout a story. How do you know? • What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? • What is similar/different about two characters? • Why is 'x' (character/setting/event) important in the story? • What is the story (theme) underneath the story? Does this story have a moral or a message? • Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? • How does the title/layout encourage you to read on/find information? • Where does it tell you that...? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • How could these instructions/information/illustrations be improved? • Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases:

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text:

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Teacher Observation Form EFYS/KS!

Monster Phonics Weekly Guided Reading Record Sheet






Notes

<ul style="list-style-type: none">• Decode and blending skills• HFW/CEW knowledge• Fluency	<ul style="list-style-type: none">• Expression and intonation• Awareness of punctuation• Understanding of language and context	<ul style="list-style-type: none">• Participation• Confidence
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Group:	Date:	Title:
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Key questions asked: <i>(reference to A, B, C, D, E)</i>	Names:	Comments and children's responses:







Weekly Guided Reading Record KS1

<p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> Use of pictures to help Use/accuracy of phonics (segmenting/blending, diagraphs/split diagraphs/trigraphs) Recognition of HFWs/CEW/suffixes/contractions Spotting parts of words they already know Memory of words read before Going back to a word at the end of a sentence/ self-correcting/ words that make sense in context etc. Expression/fluency/accuracy/confidence/awareness of and response to punctuation 	<p>A READ IT</p>  <p>draw on knowledge of vocabulary to understand texts</p>	<p>B FIND IT</p>  <p>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>C SEQUENCE IT</p>  <p>identify and explain the sequence of events in texts</p>	<p>D THINK ABOUT IT</p>  <p>make inferences from the text</p>	<p>E PREDICT IT</p>  <p>predict what might happen on the basis of what has been read so far</p>
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Group:	Date:	Title:
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Key questions asked: <small>(reference to A,B, C, D, E)</small>	Names:	Comments and children's responses:

Weekly Guided Reading Record KS2

Word Reading	A READ IT  Give/explain the meaning of words in context	B FIND IT  Retrieve and record key information/key details from fiction and non-fiction	C SUMMARISING  Summarise main ideas from more than one paragraph	D THINK ABOUT IT  Make inference from the text/ explain and justify using evidence from the text.	E PREDICT IT  Predict what might happen from the details stated and implied.	F/G/H EXPLAIN  Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
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Group:	Date:	Title:
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Key questions asked: <small>(reference to A,B, C, D, E)</small>	Names:	Comments and children's responses:

Accelerated Reader and Reading for pleasure

Children will continue to use accelerated reader to support their independent reading and support teachers with monitoring progress in reading. It is important that children can choose their own books which are matched to their reading age, and this will further help children to develop a love for reading. Teachers must ensure that they are monitoring the children and rewarding them for their efforts.

Every two weeks, teachers must devote an hour of the school timetable to accelerated reader. This time should be used to:

- monitor children's targets
- share book recommendations
- listening to individual readers
- support children with making book choices

ROLE OF SUBJECT LEADER

- To support and work with colleagues on any aspect of this policy.
- To assist with planning and selection of resources where needed.
- To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
- To organise and be responsible for guided reading resources and keep colleagues informed of the range of materials available.
- To liaise with the Headteacher on a regular basis.
- Track children's progress in reading through scrutiny of class and assessment data.
- To monitor guided reading planning and observe the teaching of guided reading in line with the School Development Plan.

MONITORING AND EVALUATION

The monitoring of this policy and its implementation will be the responsibility of the Headteacher and Subject Leader.

- The Literacy Leader will annually produce a literacy action plan which will form part of the School Development Plan.
- The Literacy Leader will observe the teaching of Guided Reading in line with the School Development Plan.
- The Literacy Leader will undertake a planning scrutiny of Guided Reading and give feedback to staff.

Involving Parents

We value parental involvement and consider it an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:

- Sharing information e.g. Reception new parents meetings, newsletters, reading diaries, parent consultation meetings
- Early readers take home books that are decodable for them and reflect their stage of learning.
- Fluent readers take a book home which is linked to their Accelerated Reader level, to practise and consolidate the skills taught in guided reading (this will in most cases be at a lower book level than that being read in guided reading)
- Giving parents resources and strategies for supporting reading at home during Parents' Evening.
- By encouraging parents to monitor home reading by commenting in the home reading Diary.

EQUAL OPPORTUNITIES

At The Bawburgh School we believe that all children regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

We ensure equal access in a variety of ways:

- The content of what is planned reflects our diverse society;
- Where appropriate group children flexibly to promote confidence and social skills;
- Ensure that appropriate structures/resources are in place so that children can access the curriculum.