



Anti-discrimination policy

The Copper Academy must provide quality and consistency in all areas of our setting so that every child makes good progress and no child gets left behind.

Provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

Create a partnership working between practitioners and with parents and/or carers.

Define equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The Copper Academy specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in the setting.
- The learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which complete the programme to a pass level)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)
- The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles at The Copper Academy

We have four guiding principles which should shape practice in the academy setting. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

- children develop and learn in different ways and at different rates.

The areas of learning and development within our educational programmes must involve activities and experiences for children, as follows:

Communication and language development; involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Learn to take turns

Physical development; involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement.

Personal, social and emotional development; involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Literacy development: involves encouraging children to link sounds and letters read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Literacy Coverage and Range	Concepts and skills
Speaking, listening and communication	<ul style="list-style-type: none"> • Participate in and understand the main points of conversations. • Respond appropriately to questions asked and during conversations. • Exchange views on topics with peers and staff. • Communicate simple instructions to peers in the group. • Identify and understand simple instructions. • Follow and understand learning conversations. • Express feeling individually or in a group and understand those of others.
Reading	<ul style="list-style-type: none"> • Read and understand short and simple texts that explain or recount information. • Answer questions with appropriate and relevant answers. • Understand chronological texts. • Understand and follow simple instructions and directions. • Understand high frequency key words and spellings. • Use knowledge of alphabetical order to locate information.
Writing	<ul style="list-style-type: none"> • Write short texts with relevant answers.

	<ul style="list-style-type: none"> • Use correct grammar, punctuation and tense. • Answer questions using given worksheets for prompts. • Recognise contextualised text and understand their meaning. • Construct simple sentence structures and headings. • Spell correctly simple contextualised and familiar high frequency key words.
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Numeracy development: involves providing children with opportunities to develop and improve their skills in

Maths Coverage and Range	Concepts and skills
Understand and use whole numbers and to two decimal places.	<ul style="list-style-type: none"> • Write numbers in words. • Write numbers from words. • Order numbers by size order including numbers to two decimal places. • Recognise even and odd numbers and use the terms for them. • Identify multiples and factors of numbers. • Add, subtract, multiply and divide numbers to two decimal places including that in terms of money context. • Estimate, add and subtract in the concept of money
Understand Fractions, Ratios and Percentages.	<ul style="list-style-type: none"> • Compare fractions. • Write a fraction in its simplest form. • Convert between fractions decimals and percentages. • Shade a fraction on a grid. • Order common fractions. • Understand equivalent fractions to percentages and ratio numbers and be able to convert to them. • Use ratio to divide quantity and space.
Construct diagrams, posters, graphs and workbooks	<ul style="list-style-type: none"> • Measure and draw lines to the nearest mm, cm, inch and foot. • Construct diagrams using images and text to fill space adequately. • Identify relevant information from charts and diagrams. • Calculate amounts, measures and classify use of products. • Fill in and produce charts.
Use data to assess likelihood	<ul style="list-style-type: none"> • Put events in order of likelihood on a probability scale to assess risk and hazard. This distinguishing events which are: impossible, unlikely, equal chance, likely and certain to happen.

	<ul style="list-style-type: none"> • Use the language of probability to explain risk and Hazard. • Justify decisions based on a probability scale of risk and hazard.
Understand your place within a classroom setting.	<ul style="list-style-type: none"> • Develop spatial awareness and adapt the use of tools and equipment to fit classroom size, other learners and the equipment required for activities both theory and practical.

Understanding the world; involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment

Expressive arts and design; involves enabling children to explore and create with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through classroom activities.

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