



# ST LUKE'S SCHOOL

## TEACHING FOR LEARNING POLICY

2020

## Welcome

At St Luke's School, we believe that all pupils deserve a high-quality education, which engages, inspires and challenges so that everyone reaches their full potential both in terms of academic achievement and well-being. We strive to create a safe and happy learning environment, which promotes independence and high expectations for all. We are committed to providing opportunities which promote open mindedness, empathy, and celebration of our rich and diverse island community; so that everyone can contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally, and morally. We are determined that our pupils will be successful and will leave us as confident, highly responsible members of our community.

### **We do this by:**

- Raising achievement through quality first teaching, which enthuses, inspires and motivates; aspiring all to fulfil their potential.
- Ensuring pupil voice is at the heart of all we do to enable children to become confident, resilient and reflective independent learners.
- Offering a broad and varied curriculum, which ensures all children develop high level skills in English and Maths.
- Having an open and welcoming environment where everyone feels welcome and included.

***St Luke's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, including supply teachers, and volunteers to share this commitment.***

## St Luke's School Staff

**HEADTEACHER:** Mr Adam Turner     **DEPUTY HEADTEACHER:** Mrs Kath Hepworth

**SCHOOL ADMINISTRATOR:** Ms Jayne Hamon     **CARETAKER:** Mr Tony Clark

### **TEACHERS,**

EYFS	Miss Amber Coupland <b>SLT</b> (Nursery), Miss Lucy Scott (Reception),
YEAR 1	Miss Nicola Copsey
YEAR 2	Miss Georgia Rodrigues <b>NQT</b>
YEAR 3	Miss Emily-Rose Kimber <b>SLT</b>
YEAR 4	Mr Mat Sutherland
YEAR 5	Mr Conor Healy
YEAR 6	Miss Melissa Bateman <b>SLT NQT mentor</b>
Support Teachers	Mrs Julie Loxton, Mrs Pat Canas & Mr Ben Hagon

### **TEACHING ASSISTANTS**

Miss Katie Du Feu, Mrs Karen O'Connor, Mrs Liz De Gruchy, Ms Chantelle Le Couteur, Mrs Lisa Barker, Mrs Katarzyna Dzwonek, Mrs Nadine Renehan, Mrs Jackie Le Fondre, Mrs Terri Wilton, Mrs Leah Brown

### **LUNCHTIME SUPERVISORS**

Mrs Lynne Philips, Ms. Chantelle Le Couteur, Mrs. Sophie Norman, Mrs Maria King, Mrs Leah Brown, Mrs Nadine Renehan,

### **CLEANERS**

Mrs Iolanda De Sousa & Complete Facilities Ltd.

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### How we keep our children (and staff) safe.

At St Luke's School the Safeguarding and Health & Safety of all children is of paramount importance. Parents send their children to school each day with the expectation that we will provide a safe and secure environment in which their children can flourish. As a school community we must ensure that this expectation is reality.

#### Children will...

Feel safe.

Be at school on time each day.

Wear the correct uniform and take pride in their appearance.

Move around school following agreed rules for specific areas.

Sit on chairs with their feet on the floor, not rocking or swinging.

Use resources and equipment appropriately.

Follow Fire Exit strategies as per the direction of the adults.

Stay away from school for a minimum of **48** hours, from the time of the last incident, if they have diarrhoea and/or vomiting.

#### Teachers & Teaching Assistants will...

**Attendance – children** (aim for 95%. Attendance as "norm"):

Take registers every morning (8:50am) and Afternoon (No later than 1:40pm).

*See Appendix a) How to access the register.*

Discuss issues or concerns with parents. If no improvement, meet with parents and agree an attendance plan (template available on Teacher Shared Network). Contact numbers for children/parents and carers are accessible through SIMS.

End of day routine:

- Children in EYFS, Yr1, Yr2 & Yr3 classes are "handed over" to the adult collecting them. Children are collected from their external classroom doors.
- Year 4, 5 and 6 children are collected from the playground or the Main gate. Children in Years 5 and 6 may go home alone if the school has received parental permission in writing.
- No child must be handed over to an adult unless specific consent has been provided by the parent.
- Teachers on gate duty must ensure all children are collected. Please contact parents if a child has not been collected by 3:10pm.
- Children are only allowed to cycle to school on their own if they have passed their cycling proficiency test and have written permission from their parents. Their certificate should be brought into school and shown to the school office. They are expected to wear cycle helmets.

**Attendance – Staff:**

If sick or unable to attend work, telephone the Deputy Head, Kath Hepworth: **07797778094**.

Ring this number as close to **7am** to notify the reason for your absence. If you are unable to get through in person, please leave a voicemail message but call later to confirm that the message has been received.

Ring the school (730657) by 2.30pm indicating whether you will return to work the next day or need to be absent for another day.

A doctor's certificate is required after the third day of absence.

Your Phase Leader will conduct back to work interviews following each absence.

**Supply Cover Requests**

If you need to request cover for training etc. please email Kath Hepworth

[k.hepworth@stluke.sch.je](mailto:k.hepworth@stluke.sch.je) with the relevant dates, times and reason for cover. Please ensure you give as much notice as possible. You will receive a reply with contact details of the cover person so you can liaise with them regarding planning, expectations, duty cover etc. Sometimes classes will 'double up' or Support Staff will cover.

**Safeguarding & Child Protection: SAFEGUARDING AND PUPIL WELFARE IS EVERYONE'S CONCERN**

TEDI - when a child makes a disclosure use:

**Tell,**

**Explain,**

**Describe,**

**Is there anything else?**

Record concerns on a "Cause for Concern" (pink) form - blank copies of the (Pink) "Cause for Concern" forms are available from the Staffroom, which, once completed, must be handed to the DSL (DSL = Adam Turner/Kath Hepworth - in their absence DSL = SLT).

**Preventing Radicalisation:**

Promote tolerance and respect for all cultures, faiths and lifestyles.

Refer all concerns about children and young people who show signs of vulnerability or radicalisation to the DSL, using the school's Child Protection (pink) form located in the staffroom.

**Allegations against a Professional**

Report any allegation against a member of staff, including volunteers, directly to the Headteacher or member of the Senior Leadership Team (SLT). If the allegation is against the Headteacher, then report directly to the Deputy Headteacher.

Explain politely to any child or parent that wishes to discuss an allegation against a professional, that this information needs to be reported to the appropriate staff member. Escort the parent to a private office and alert the Headteacher or SLT.

**Health & safety:**

Ensure the learning environment is organised, neat and does not pose a threat to Health and Safety. Inform the Caretaker if they notice any defect and remove children from it straight away until the problem has been rectified.

Ensure children are moving around the room safely and, when sitting, have both feet on the floor and are not rocking.

**In lessons:** Some activities (especially in science or DT) are potentially hazardous. Such activities must be risk assessed and steps taken to minimise risk should be recorded on planning. Use of glue & paste: Solvent glues are not used in classrooms. Super glues should not be used in school, even by staff. Wallpaper pastes such as Solvite and Polycell should not be used for the making of Papier Maché as they contain fungicides which can be absorbed through the skin.

**Accidents and Incidents**

Ensure all serious accidents (e.g. which involve staff or pupils going to Accident and Emergency) must be reported to the Headteacher/SLT. CYPES must be informed immediately, by completing an online reporting form as soon as possible after the incident via the school office.

Record all accidents should on a Minor Injuries Log (located in the school office/staff room). Once completed these are stored in the school office.

Record any 'Near Misses' - incidents that have happened and could have resulted in a significant injury on the 'Near Miss' Log - school office. Action taken to prevent future incidents of a similar nature should also be recorded and risk assessments carried out if appropriate. CYPES should be notified if appropriate.

**Hot Drinks:**

Only consume hot drinks in the staff room or one of the school offices - no hot drinks are to be consumed in classrooms.

Use sealed cups/lids to transport hot drinks to and from the staffroom.

Use sealed safety cups if consuming hot drinks outside.

## Daily Routines

- Teachers must be in school at least 15 minutes before and after the school day begins (8:30am) and ends (3pm) to ensure the children's safety when arriving and departing.
- Teachers must ensure quiet, sensible and calm movement around school. A class order/Assembly order needs to be established as soon as possible - avoid having "key" children in the middle of the line (as it is impossible to meet their needs during an assembly!).
- Teachers must ensure that they are in assembly on time. If classes are late the assembly will start without them and they may miss out/class teachers PPA time will be affected. If, on occasion, something happens to delay a class, a message must be sent ahead so that the person leading assembly knows to delay the start.
- At the end of the day, children in Reception, Yr1, Yr2 & Yr3 classes are "handed over" to the adult collecting them. Children are collected from their external classroom doors.
- Year 4, 5 and 6 children are collected from the playground or the Main gate. Children in Years 5 and 6 may go home alone if the school has received parental permission in writing.
- No child must be handed over to an adult unless specific consent has been provided by the parent.
- Teachers on gate duty must ensure all children are collected. Please contact parents if a child has not been collected by 3:10pm.
- Children are only allowed to cycle to school on their own if they have passed their cycling proficiency test and have written permission from their parents. Their certificate should be brought into school and shown to the school office. They are expected to wear cycle helmets.

## Communication

- Check emails daily.
  - Check Google Calendar daily. You are responsible for adding any dates that are relevant to you or your class. To access you need to go to Google and log in ([StLukes1.School.Jersey@gmail.com](mailto:StLukes1.School.Jersey@gmail.com) the password is StLukesSchool).
- To help make it easier to see each class we ask that specific colour tags are used: Reception = Purple, Yr1 = Pink, Yr2 = Green, Yr3 = Silver, Yr4 = Light Green, Yr5 = Turquoise, Yr6 = Orange & SEN = Yellow.
- Read the school newsletter which is emailed monthly.
  - Read the staff notice board daily.
  - Key information is shared at Monday briefing, Key Stage meetings and staff meetings.

## Playtimes and Playgrounds

Be on time for their playtime/gate duties.

Ensure children are sent out to play / collected in from play on time;

Ensure that children find playtime a positive experience. Leading and organising co-operative games and initiatives can encourage this.

Ensure that you have eyes on the whole playground- including the 'hidden' areas; You will need to wander around to check these!

Avoid the temptation to bunch together and chat.

Ensure that children are not be left unsupervised **at any time** - if you wish for a child to stay in at play or lunch times to complete work, you will need to supervise them in classroom;

### Wet Weather Playtimes

Inform classes that it is "Wet play" if you are the duty teacher, it is raining heavily and it is too wet to go out.

Have an in class "Wet Play" system, activities and resources.

Train children in appropriate wet play behaviours - how to access games, expectations etc.

**Lunchtimes**

Escort their class to the playground or hall, where Lunchtime Supervisors will be waiting;

Be ready to receive their children in class 5 minutes prior to the afternoon session commencing.

**Fire Drill**

Follow the Fire Exit strategy for the area of the school they are located in - displayed at the entrance to each area. Children line up on the soft surface and are counted by the class teacher. Class teachers raise their hand to indicate to Headteacher/Senior Leader that all are present. Any classes with missing children are highlighted to Headteacher/Senior Leader ASAP to enable fire marshal to make a search/inform fire service.

**Digital Safeguarding and Mobile Devices**

Use school devices wherever possible to take photos of \*children.

*\*Children's images should not be shared in the local media/social networks without parental consent. Please refer to the school office to ascertain if there are any children who do not have parental permission for this.*

Not access their personal mobile phones during learning time and all phones should be set to silent while in school. If there is a need where you are needing to be contacted urgently; please inform the Headteacher to gain permission (e.g. if there is a family emergency etc).

Report online-Safety concerns immediately to E-Safety Officers: Adam Turner, Lucy Scott or Daniel Dorgan (ICT Technician): Please see Digital Safeguarding Policy and Social Media Policy for more detail.

Be mindful at all times of anything connected to school/Government of Jersey that they write or respond to on social networking sites such as Facebook or Twitter. All staff are strongly advised to manage their social networking profiles and privacy settings carefully so that they are aware of their online presence. Private email addresses and telephone numbers should not be used in the professional context.

**Data Protection**

Takes Data Protection responsibilities very seriously and attend the annual training is given to all staff. Please refer to The States of Jersey Guidelines for more information (including GDPR).

**Children's images**

Ensure that any image to be shared in the local media/social networks must have parental consent. Please refer to the school office to ascertain if there are any children in your class/clubs who do not have parental permission for this. Please only use school devices to take photos of children.

**First Aid** *All staff are expected to deal with minor cuts and grazes.*

Take out a First Aid bag to deal with minor incidents immediately on the playground.

Deal with a minor injury such as a simple graze either by using equipment from the first aid bag or by sending the child, with another child, to a classroom to get a paper towel.

Send the child in to the staffroom with another child (playtime) or medical room/school office (during lesson time) if unsure of the injury or feels that the child needs to see a First Aider.

Send another child with the red "Help" cards to the staffroom to get a First Aider to come out (playtime) or phone the school office (during lesson time) if the child is seriously injured.

Phone parents as soon as possible to inform of head injury stating that it is school policy to inform parents & enquire if the parent wishes to come in to school to check their child.

Phone parents to inform them of an injury/to make parents aware that it has been dealt with/investigated if necessary. This needs to occur before home time if there is a visible injury that may cause parents alarm (e.g. scratch to the face).

Record all accidents in the First Aid log (Staffroom/Office).

Record 'Near misses' (incidents that have happened and could have resulted in a significant injury) in the Near Miss Log (Staffroom/Office).

**Trips/Visits/Visitors**

Ensure that there are appropriate staffing ratios.

Complete a risk assessment **2 weeks before** the trip takes place and give a copy to the Deputy for authorisation.

Provide a copy of the risk assessment to the school secretary and each adult on the trip - you will need to spend time with the adults to talk through the Risk Assessment. In Middle/Upper Phase this can be done with the children while discussing expectations/behaviour/etc.

Visitors bringing animals/specific resources that could pose a threat - to be with DHT no later than 24 hours prior to the visitor (although exceptions to this can be made depending on the circumstances).

Science / DT / PE - risk assessments should be included in the medium/short term planning. Generic Risk Assessments for environmental concerns are on display in the hall/next to outside access to playground and electronically on the teacher shared network.

**Be aware of known health issues**

Be aware of those children with any health issues and be sufficiently knowledgeable and sensitive in the planning of suitable programmes of skill development.

Be aware of those pupils with SEN, and also be familiar with appropriate methods of medical/allergy treatment which may have to be administered. Please ensure this information is sensitively shared with any outside agencies supporting the class (e.g. Sports Development officers, supply teachers etc.).

**Dress Code**

Follow up any child who is not wearing the correct uniform (this includes shoes) - initially this can be a verbal reminder to the child/parent. Repeated issues should be addressed via email with Phase leader Cc.

Be a good role model to children, staff are always expected to be well presented and smart. No plastic beach type flip flops, jeans/ denim- unless it is a non-uniform day or for a specific reason e.g. Forest/Beach School activities. Sportswear and trainers can be worn when it is the class PE session to allow adults to demonstrate.

**Lone Workers**

Sign in and out as they enter and exit the building.

Notify a family member/friend or colleague that they are in school (outside of normal work hours), they should also notify them when they leave.

Ensure they take sensible precautions whilst working onsite alone e.g. not standing on tables/worktops or climbing tall ladders. (See also Education Department policy)

**Alcohol**

Ensure they are fit to work to the best of their ability at all times. Therefore every member of staff should ensure that their consumption of alcohol does not affect their working practice.

In particular staff should consider their role in the work place and have particular regard for their:

- responsibility for children
- contact with the public
- relationships with colleagues

Not consume alcohol on school premises except for celebrations sanctioned by the Headteacher. Non-alcoholic drinks are always available at these times.

Follow the CYPES Policy on school trips away and local visits and do not consume alcohol whilst they are directly responsible for the supervision of children.

**Policies**

Read and adhere to all School, CYPES and relevant Government of Jersey Policies.

## Headteacher/Deputy Headteacher will...

### **Attendance**

Monitor attendance and punctuality (monthly) looking at children with less than 95% attendance or regularly signing into the "Late" book.

Approve/Not approve parental requests for leave (following Department Policy/Education Law).

Meet with the EWO half termly to discuss specific children and plan next steps.

Complete EWO request for involvement forms for those families whose attendance/punctuality remains a concern following class action.

Represent the school/Department at Attendance Panels/Parish Hall Inquiry.

### **Safeguarding & Child Protection**

Be responsible for co-ordinating all child protection activity.

Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

The DSL is responsible for referring all cases of suspected abuse to the Multi Agency Safeguarding Hub (MASH).

"Need to Know" - DSL Will inform staff directly working with the child/family of relevant details only when their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.

### **Allegations against a Professional**

As per other safeguarding/ child protection issues, treat any allegations as strictly confidential.

The Headteacher will gather further information and make onward referrals where necessary, contacting the CYPES Safeguarding Lead (Shirley Dimaro) to discuss any allegations and follow the advice given. Where there is a disclosure or allegation of abuse or there are clear grounds for concerns about the safety or well being of the child, school has a legal duty to refer to MASH and the Education Department.

### **Preventing Radicalisation**

Ensure that the school and its staff respond to preventing radicalisation on a day to-day basis, ensure that the school's curriculum addresses the issues involved in radicalisation, ensure that staff conduct is consistent with preventing radicalisation.

### **Health & safety**

Work with the caretaker/Health & Safety Team/Department Lead H&S Officer to monitor all areas of the school to ensure St Luke's is compliant with Jersey Health & Safety policies - termly audits of classrooms and shared areas. Annual electricity checks - see H&S policy for all audits and checks to be completed weekly, termly, annually.

Respond and action feedback from reports from outside agencies identifying and repairs or replacements needed in fixtures and fittings/outdoor equipment/buildings and grounds.

Monitor how children and staff are using the environment and furniture/resources - direct to policies/training/best practice as and where necessary.

Check all indoor and outdoor physical education and play equipment, in line with CYPES and Jersey Property Holding (JPH) regulations.

Ensure Trim Trails and playground equipment have been fitted in accordance with Education Department and JPH regulations and are checked regularly by contractors instructed by JPH.

### **Contractors on site**

Follows the guidance issued by CYPES and Jersey Property Holdings (JPH). Guidelines include:

- checking the competence of contractors and visiting workers,
- examining risk assessments as appropriate to check that contractors and others have correctly interpreted any site-specific conditions etc.
- having clearly identified personnel who are points of contact for contractors and visiting workers,
- having all significant and unusual hazards and risks on site clearly identified,

- exchanging information on hazards and risks,

### **Arrangements for monitoring and controlling works in progress:**

Key areas to focus attention are:

- segregation of traffic and pedestrians,
- segregation of contractors and occupants of the school (where possible),
- safe systems of work to ensure that works undertaken within occupied areas of the premises are adequately controlled,
- implications on fire precautions due to possible increased risk and interference with fire alarm,
- system and routes of evacuation,
- safeguarding the welfare of students, staff, and visitors.

### **Control of substances**

Ensure that:

- all substances are clearly marked and arrangements are in place for the handling, transport, storage and disposal of the substances,
- where possible cleaning materials are stored in a lockable cupboard or container,
- personal protective equipment is readily available,
- cleaners, will be made aware of the potential hazards associated with substances,
- containers must always be closed to prevent vapour escaping.

### **Fire Drill**

At least three times a year a fire drill will be organised in liaison with the Caretaker that practices efficient evacuation from the buildings.

### **First Aid**

Log all accidents recorded on Minor Injuries record sheets and online Department notifications (half termly) and cross reference with Behaviour/Bullying Logs.

Ensure First Aid Lead keeps the stock of First Aid equipment up-to-date and in good supply.

Ensure all online First Aid forms are completed within the directed time scale (set by Education Department).

Ensure St Luke's is compliant with Department expected numbers of qualified First Aiders.

### **Trips/Visits/Visitors**

Sign-off the completed risk assessment prior to the visit/trip/visitor (this will happen within the 2 weeks prior to the visit/trip/visitor)

### **Ensure Recommended ratios of adults to children**

The **minimum** levels of supervision are as follows:

**Before school (from 8.30am):** - 1 teacher to 200 pupils

**Playtimes:** 1 teacher to 150 pupils

**Lunchtime:** Nursery - 1:10 Reception - 1:30 Key Stage 1 - 1:50 Key Stage 2 - 1:75

**End of Day:** 1 teacher to 200 pupils

**Day visits:** Nursery 1 - 4 pupils, Reception and Key Stage 1 - 1 adult to 6 pupils

**Key Stage 2:** 1 adult to 12 pupils

**Residential trips (year 3 and above):** 1 adult to 10 pupils

### **Dress Code**

Meet with parents to discuss repeated concerns relating to their child's appearance offering support with purchasing of uniform.

### **Policies**

Provide staff with copies (either electronic or hard copy) of latest updates for School, CYPES and relevant Government of Jersey Policies, and ensure that these are adhered to..

### The Learning Environment (as the third educator).

At St Luke's, we believe that the ethos of the school is reflected through children's interaction with each other, staff and through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school buildings.

#### **Children will...**

Use the environment to enable their independence in their learning, making informed choices for themselves.

Know where they can access resources to aid their learning (dictionaries, iPads, mathematical equipment, thesaurus etc.).

Take shared responsibility for areas in and around their classrooms helping to keep them neat and tidy, resources returned to their correct place (directed by clear labels).

Bring their book bag, snack and water bottle into class at the start of each day & place their lunch box on their trolley (Yr1 & Yr2).

Ensure their coat and bag are hung on a peg, jumpers or cardigans not being worn are also put on pegs.

#### **Teachers & Teaching Assistants will...**

##### **Pupil Independence**

Ensure that coat/bag pegs are labelled - new children/replacement labels should be displayed ready for the children to start on their first day.

Ensure that their classroom is set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionaries, iPads, mathematical equipment, thesaurus etc.).

Provide designated space and tray/storage box for children to place their snack and water bottle - ideally next to the class sink: thus reducing need to leave the classroom/waste learning time. No water bottles should be on desks and only accessed at specific times at the direction of the adults.

Children's exercise books are stored in book boxes/magazine racks enabling ease of / independent access. All books are labelled and have plastic covers (these are labelled ready for the children's first day). Replacement labels/new books should be labelled at their first day of use ready for the next session (labels are typed and printed - no books should be scribbled on/graffitied by children).

##### **Organisation**

Ensure classrooms are neat, tidy and well organised, with labelled drawers and cupboards, to support independence so that all children can access resources to support their learning.

Ensure the teacher's desk/work area models the high expectation they have of children - neat, organised and professional.

Keep all paperwork neatly filed away and no clutter evident. **Sensitive Data should not be on display.**

Operate a "Clear desk" policy ensuring that their desk/area is cleared at the end of each day.

##### **Learning walls/Display boards** *See St Luke's Display Policy for greater detail.*

Ensure that all display boards are backed with hessian (with a coloured boarder) - SEN/EYFS research has indicated that neutral backgrounds reduce visual stress/distractions for children and ensures that children's work/information displayed is the focus, not the background.

Ensure labels and signs on display use the Comic Sans font - research indicates this is the font that children with SEN find easiest to read.

Follow the cycle for displaying work throughout school - e.g. Display cycle = when new work is being put up: work displayed in shared corridors are moved into the hall when displays are

changed. Work in the hall is moved to be displayed in class, work displayed in class is stuck into books.

### **Visual Timetables & signage**

Ensure that the daily timetable is displayed in a prominent location (ideally at the front of the class/next to the Interactive Whiteboard - IWB) - this should follow the agreed shared format and be ready to use at the start of the day. For classes with children with RON/Autistic tendencies will need to physically refer to this/have a visual indicator (arrow, etc) to show the children what session they are currently doing (images and wording is available: Teacher Shared Network: 2 - School Organisation, 2.10 - Visual Timetable)

Provide children with a workstation or ASD a personalised visual timetable, on a clipboard, to reflect the class timetable. \*see SENDco for more details.

Ensure that the date is displayed on the top of the IWB - in Yr3 up this is also displayed in French. In Yr4, Yr5 & Yr6 writing the date in Roman numerals on the class whiteboard each day is good practice and reinforces this part of the Upper Phase Maths curriculum.

Ensure the front cover of the class story/novel is displayed on the class door.

Display in a prominent position the Rights Respecting School Class Charter - co-created with the children at the start of the year & signed by the class community (including adults).

### **Reflective of diversity**

Evidence that we are proud to be a diverse school, with many cultures and languages represented. This should be evident in all classrooms (for example through bilingual signage, photographs etc).

### **Shared Areas - subject leaders**

Gather and display examples of work linked to their subject leadership area/Year Group, showcasing the learning occurring throughout the year from all year groups. These are displayed in clip frames and show work from Autumn, Spring & Summer term. Each term they are updated with previously displayed work returned to the child/sent home.

Current display areas are:

RE - bottom on Yr4/Yr5 stairs

Art - Yr4/Yr5 corridor

Annual residentials/visits/events - main corridor

### **Blu-Tack and stapling**

Staff are welcome to use blu-tack etc. for display purposes. Please ensure it is all removed when taking down displays. Please do not staple into any woodwork.

### **End of Term Procedures**

It is essential that all classrooms and communal areas are tidy and orderly before staff leave on the final day of each half term and term. This assists cleaners in completing the deep clean and ensures that the rooms are in a fit state to welcome pupils back at the beginning of the following term. Staff are asked to organise communal areas between them.

## **Headteacher/Deputy Headteacher will...**

### **Quality Assurance Timetable**

As part of QA SLT will be looking at the Learning Environment - specifically: Pupil Independence, Organisation, Visual Timetables & signage.

Quality Assure learning walls as part of 10-minute drop-ins looking for:

- Aids and scaffolds as a guide and support for independent learning Teachers' modelling and prompts displayed as part of ongoing learning,
- Pupils' learning displayed throughout the different stages of the learning journey with reference to LI/SC/checklists,
- Relevant vocabulary based on current learning.
- Do they support children in becoming independent, providing a resource to aid learning?

These areas may also be looked at if/when visited by Subject Leaders as part of their leadership days, visiting outside agencies, Senior Advisors or as part of a School Review.

**Display to showcase learning - shared areas**

Dates for changes of display in shared areas (exact dates to be added to the calendar):

Autumn 1 - September = **Art** display - self portraits

Autumn 1 -October = **English** - Text Drivers

Autumn 2 - December = Winter **Art** - Christmas Cards

Spring 1 -February = **Maths**

Spring 2 - March = **Geography**

Summer 1 - May = **History** - Liberation

Summer 2 - July = **English** - Text Drivers

## Quality First Teaching

*St Luke's mantra: Outstanding Achievement For All*

### **Quality of Teaching, Learning and Assessment (Jersey Schools Review framework)**

The most important purpose of teaching is to raise pupils' achievement. Observers consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They also evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

#### **Children will...**

Talk about their skills, what they are good at and what they need to work on next
Improve their work and aim to achieve their best.
Demonstrate their skills, taking pride in their work, across the curriculum.
Explain why they don't use a rubber
Feel supported in the lesson.
Be engaged in their learning thus reducing low level disruption.
Feel safe at times of transition/working with other adults because all staff have the same expectations of me.
Work harder than the teacher
Be focussed on their learning during talk time with my partner
Know and can explain what they are learning and why. <i>(Children working on activities that are pitched at the right level to move them on).</i>
Articulate what they are learning and what skills they are developing.
Expect to be chosen at random during question/answer or feedback times

#### **Teachers & Teaching Assistants will...**

##### **Planning**

*The key to Quality First Teaching (QFT) is Quality First Planning.*

Keep all planning documents (printed, highlighted/specific notes or actions added) stored in a Planning file that is kept on the teacher's desk. *This is a working document which must be available in the classrooms at all times and gives a clear picture of what has been planned, what has been taught and an evaluation of the outcomes which teachers use to plan future work.*

*The following information should also be accessible in planning files:*

- Numeracy/ Literacy groups,
- Register of any medical need/SEN/JPP,
- Current timetable, split list,
- Class layout + seating plan (if appropriate),
- Assembly/Line order.

##### **Long Term planning**

Print a copy of the Long Term Plan for their year group and store in their planning file.

##### **Medium Term planning**

Use the mapped Jersey Curriculum statements for the term/topic and identify the elements that are appropriate for the subject specific Medium Term plans. Think about how you are going to assess the learning at the end of this topic? How will the children show mastery of these standards? They use the phrase "To gain mastery of this the children will need to..."

**Progressions:** For each statement there could be possibly 4 or 5 'progressions' each with a number of learning intentions. Each progression\* needs to start with "**I am learning about...**"

*\* These might not be individual lessons, some may be previously mastered skills (e.g. using a map). However, identifying a progression for the learning ensures the children consolidate concepts and skills in a coherent and cohesive manner.*

Once these progressions are ID each can be further expanded into daily Learning Intentions.

Dependant on the children in your class, some of the progressions may have already been mastered. For example Yr5 children may already know how to use a map, so you may be able to very quickly recap and move on whereas children in younger classes may need to focus on longer.

**Learning Intentions:** progressions are broken down into lesson-sized chunks and phrase them so the children will understand them. These need to start with "I am learning...about...how...that..." See Appendix b) for a language bank to help write Learning Intentions.

The Learning Intention needs to be revisited at different points in the lesson.

At the end of the lesson you need to invite the children to explain what they have learned from the lesson and compare it to the Learning Intention.

**Differentiation:** Ensure there is differentiation to support and challenge every learner including EAL, SEN, JPP and More Able learners.

You need to think about the learning for our higher, middle and lower ability learners. This will mean that there are (at least) 3 Learning Intentions for each session.

You can think about calling these \*, \*\*, \*\*\* or mild, spicy, hot 1,2,3 Bronze, Silver, Gold etc.,

**Activity:** Once you have the learning you can think about an activity that will enable them to achieve this. Keep focussed on the LEARNING! It's very easy to shoe-horn in something because it would be a nice experience but does it link closely to the learning? First session needs to be revisiting past learning. What do they already know, what skills are they already confident in? Then look to extend their knowledge/skills using the progression/Learning intentions.

**Success Criteria:** How do the children know whether they are successful? How do they know that they have achieved the intended learning or making progress towards doing so?

Imagine explaining to someone who has never wrapped a present how to do it. What steps do they need to take? For some Learning Intentions you can have the Success Criteria already written. Some you will want to co-create with the children. Success Criteria are not simply tasks to be completed, such as "Finish your writing". You need to focus on the success level to be achieved. They can be formed into a tick sheet (if appropriate) so the children are able to self-check as they go/at the end of the session.

**Assessment:** Go back to the Jersey Curriculum statements. How are you going to know that the children have achieved the intended learning at the end of each session?

**Language/Vocab:** We know we have a Language deficiency/Low starting point so it is vital that we are focussing on the correct vocab associated with the subject to ensure that the children (and adults!) are using age appropriate language (even if you are not a subject expert!).

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### Short Term planning

Short term plans purpose is to allow teachers to feel prepared and to share any instructions/guidance for any support workers, teaching assistants or volunteers.

See Appendix c) for a suggested format.

### Individual need

Provide for individuals, according to individual need. Examples of strategies used at St Luke's:

- The use of iPads to record instructions/ questions/ learning tasks for pupils who are not fluent readers.
- Word/ picture banks are used to stimulate ideas for EAL/ SEN learners, please note that ALL learners can benefit to visual stimulus.

Scaffolded sheets help learners to structure their thoughts and ideas.

### No Hands Up

Develop a "no hands up" classroom - Lollipop sticks are used to determine who answers questions. Each stick represents each pupil, ensuring that all children are fully engaged at all parts of the lesson.

### Mixed Ability Groups/Learning partners

Only use ability based groups when absolutely necessary and groups should always remain fluid: Groups/learning partners should be changed regularly (ideally weekly) to ensure that children

<p>are experienced working with a wide variety of abilities - this can be done using "Lucky Lotto Sticks".</p>	
<p><b>Pace</b>          Ensure they make effective use of time and respond to the learners emerging needs within the lesson. No learning time is wasted because of careful planning and organisation of lessons. Pace is aided using the following: <i>*please note this is not an exhaustive list.</i></p> <ul style="list-style-type: none"> <li>▪ An interactive starter which engages learners and initiates thinking.</li> <li>▪ Focus group teaching (which does not necessarily involve the whole class at all times). This ensures that learning is always well pitched to individual need.</li> <li>▪ Mini plenaries - spread throughout the session: these ensure that all pupils make progress within a lesson.</li> <li>▪ Plenaries: this ties the learning within a lesson together and allows pupils to apply their learnt skills/ knowledge in different contexts. These should be used as an assessment tool and feed into the learning journey for the next day. These should incorporate the school feedback approach (Verbal/whole class verbal feedback).</li> </ul>	
<p><b>Provide opportunities for Talk partners</b>          Give opportunities for children to process their answers and thoughts before contributing to the class, allowing all learners to be included and raises self-esteem. When asking for feedback teachers will <b>ask the partner to talk about their partner's ideas</b> to encourage active listening. Talk partners should be changed regularly and best practice is to have mixed ability to allow modelling of high level language scaffolds. Talk Partners should take no more than 3 minutes - and feedback to the class should be limited to 2 or 3 contributions - as soon as the correct answer is given teachers will move on to the next part of the learning.</p>	
<p><b>Have high expectations of learning and progress for all pupils</b>          Have high expectations of learning and behaviour are evident in the classroom and through standards (and presentation) in books. For example, pupils who are assessed as a Year 2 Secure writer must <u>always</u> produce writing of at least that level in every circumstance. Teachers must not accept learning at a lower level.</p>	
<p><b>Assess and adapt as you go</b>          Assess Learning throughout the lesson using a variety of strategies to give quality feedback to promote future learning. Strategies include: observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self-assessment and peer assessment.          Where written feedback is given and next steps set, <b><u>children must be given time in the lesson to respond.</u></b>          Quickly respond to misconceptions. Stop the lesson and recap/repeat if necessary - don't just "plough on through".</p>	
<p><b>Daily check-in - "how am I doing as your teacher?"</b>          Develop a daily routine to ensure the Learning Intentions have been understood by the children, regularly asking the children what they have learnt today and how they (the teacher) have supported their learning.</p>	
<p><b>Data</b>          Use the school data tracking system (Educater) to map, track and plan pupils attainment and progress.          Use the school data tracking system (Educater) to enable effective pupil progress meetings to occur with HT/DLT/SLT: Autumn: HT/DHT, Spring: Phase Leader, Summer Term: HT/DHT</p>	

## Headteacher/Deputy Headteacher will...

### Planning

Quality assure - SLT [\\*see Appendix b\) Calendar of events](#)

Provide staff meeting time to plan specific whole school topics/themes.

Provide training/support/guidance - as and where necessary.

### Teaching

Quality assure - SLT 10 minute drop in providing celebrations and development points. [\\*see Appendix b\) Calendar of events](#)

Follow up support observations as and when required (this can also be at the request of the teacher).

Provide opportunities for Staff training / support - visiting colleagues in school and in other schools.

Provide guided support in specific areas - using in-house subject leads/specialists and/or external support.

Provide support plans (SMART targets).

Follow Education Departments Capabilities Policy.

### Work in Books

Quality Assurance - SLT providing celebrations and development points. [\\*see Appendix b\) Calendar of events](#)

Provide time via staff meetings to enable staff to share good practice and internally moderate.

Provide time and work space for external moderation.

### Assessment

Purchase external assessments to enable staff to bench mark their teacher judgements against.

Use results of standardised assessments to support and guide whole school focus, SIP and staff training.

## Beautiful Work

Presentation is important as we want pupils to take pride in their learning, presenting it to the very best of standards. *Expectations are displayed in classrooms, on learning walls or inside books as constant reminders.*

<b>Children will...</b>
Take pride in their books and respect them.
Use correct pencils/pens for writing - HB pencils / Handwriting Pens provided by school.
Yr2 - Yr6: Date their work in writing books using full text - e.g. Thursday 7 <sup>th</sup> September 2020 Date their work in maths books using numbers - e.g. 7.9.20
<i>Upper Phase: Maths Books : Also add the date using <b>Roman Numerals</b> (as a way of reinforcing this element of learning through the year).</i>
Underline the title using a ruler.
Be aware of the layout and spacing (using margins where appropriate).
Form their letters following the school handwriting scheme.
<i>Maths: Write 1 digit per square. Draw Plane shapes using a ruler.</i>
Cross out errors with one line only (using a ruler).
Use all the pages in their books.

<b>Teachers &amp; Teaching Assistants will...</b>
All books to have a printed label on the front & plastic cover.
Add the date, wherever possible, to the printed LI/SC sticker to avoid wasted learning time.
Stick all LI/SC labels (with date) into all children's books, if the child is absent write "Absent" under the label and then ruled off to enable the rest of the page to be used - this will allow missed learning to be monitored.
Provide time for children to practice underlining with a ruler, not accepting work that has been underlined freehand ( <b>Zero tolerance</b> ).
Model handwriting expectations for their year group, following the school handwriting scheme (e.g. Adults should only be joining their writing if this is the expectation for their year group).
Be mindful not to "graffiti" the children's work, their handwriting should be neat and on the line.
Have high expectations and a zero tolerance of work not presented at the expected standard.
Share the learning with parents by working with the children to host two class assemblies each year (lasting 30 minutes). Dates are provided to classes in advance to allow them time to prepare and practice high quality assemblies.

<b>Headteacher/Deputy Headteacher will...</b>
Quality Assure - Learning Walks, Book-Looks, Book Bingo, etc. <i>*see Appendix b) Calendar of events</i>
Highlight examples of best practice in Community Assemblies & Book Bingo.

## Dispositions and Attitudes to Learning

Positive learning dispositions and pupil engagement is **fundamental** to pupil progress within a lesson. This does not mean that pupils are just 'being compliant' within a lesson but are active participants who are completely absorbed in the learning which is taking place, they are in a state of 'flow'. Flow is characterised by six key areas:

- a) Teacher input is **minimal**
- b) Children have appropriate **skills**
- c) Tasks are appropriately **challenging**
- d) Goals are **very clear** and **worthwhile**
- e) Feedback is **immediate**
- f) Tasks are **motivating**

Teachers create a positive learning environment where children are interested and engaged through positive pupil/ teacher relationships. An environment where pupils are not afraid to make mistakes should be created by establishing clear systems of support.

### **The Children will...**

<b>The Children will...</b>
Be resilient, know what to do if they get stuck and can sort problems for themselves.
Be able to talk about what they are good/not good at.
Know what they need, where to go and how best to use resources to support their independent learning skills.
Ask questions and celebrate mistakes as learning opportunities.
Have a can-do attitude (independent learning) and can solve problems.
Refer to previous learning, building on experience to support their next steps
Clearly demonstrate good listening skills
Children use the classroom walls to support their learning in all subjects

### **Teachers & Teaching Assistants will...**

<b>Teachers &amp; Teaching Assistants will...</b>
Provide feedback in line with the school policy that helps children to improve and to know their next steps
Asking open-ended questions
Plan time in the session to provide feedback and opportunities for children to respond (up level, edit, correct, etc)
Provide learning walls, for each subject, which support current learning and refer to these in the session.
Ensure learning walls support children in becoming independent, providing a resource to aid <b>Current</b> learning. They should reflect the learning currently taking place and are used (and updated) as a resource during lessons. Core subjects should all be represented as learning walls with latest LI/SC & key information of Foundation subjects displayed on poster/flip chart paper.

### **Headteacher/Deputy Headteacher will...**

<b>Headteacher/Deputy Headteacher will...</b>
Quality Assure the impact of feedback on children's learning - SLT <a href="#">*see Appendix b) Calendar of events</a>
Quality Assure the impact of question and response as part of learning walk - SLT <a href="#">*see Appendix b) Calendar of events</a>
Quality Assure the impact of Learning Walls as part of learning walk - SLT <a href="#">*see Appendix b) Calendar of events</a>
Provide opportunity for pupil conferencing focusing on the pupil's views on the quality of teaching and learning, developing their ability to talk about their learning.

## Feedback

At St Luke's, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation whose research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

*\*See appendix f for further guidance.*

<b>The Children will...</b>
Use feedback to edit, improve/up-level their work.
Use feedback to know how to improve, in relation to their targets.
Take the opportunity to revisit/correct aspects of work they misunderstood.
Have opportunity to conduct self-assessment ("Brain")
Have opportunity to conduct peer-assessment ("Buddy")
Show care, attention and high expectations through the presentation of their work.
Be able to read any adults comments written in their books.
Know their individual targets.

<b>Teachers &amp; Teaching Assistants will...</b>	
Evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.	
<b>Immediate feedback</b> - <i>at the point of teaching</i> Gather feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. This takes place in lessons with individuals or small groups, is often given verbally to pupils for immediate action, may involve use of a teaching assistant to provide support of further challenge and may re-direct the focus of teaching or the task.	
<b>Summary feedback</b> - <i>at the end of a lesson/task</i> Provide an opportunity for evaluation of learning the end of a lesson or activity. This often involves groups or whole class. It may take the form of self or peer assessment against an agreed set of criteria, It may take the form of a quiz, test or score on a game and in some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	
<b>Next lesson feedforward</b> - <i>'the next step is the next lesson'</i> (for writing in particular) spend a large part of the next lesson giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.  Address and analyse daily and errors and misconceptions in subsequent lessons, in particular in maths.	
<b>Summative feedback</b> - <i>tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study</i> Provide 'Check it' activities or end of unit or term tests or quizzes	

**Headteacher/Deputy Headteacher will...**

**Immediate feedback** - *at the point of teaching*

Quality Assure: Lesson observations/learning walks.

**Summary feedback** - *at the end of a lesson/task*

Quality Assure: Lesson observations/learning walks. Some evidence of self - and peer assessment will be seen in books. Quiz and test results may be recorded in books or logged separately by the teacher.

**Next lesson feedforward** - *'the next step is the next lesson'*

Quality Assure: Lesson observations/learning walks, evidence in books of pupils editing and redrafting their work.

**Summative feedback** - *tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study*

Quality Assure: Check it activities, quiz and test results in books.

## Behaviour

**'What you ignore, you condone'**

### St Luke's Behaviour Mantras

- Behavioural mistakes are learning opportunities
- Fight fire with water
- Children without boundaries go in search of them
- The problem is the problem, not the child
- It doesn't have to be perfect to be good
- Attitude is everything
- Analyse, don't personalise
- Be consistent in your principles and flexible in your practices

<b>The children will...</b>
Be honest & trustworthy
Be polite & caring
Be good listeners
Be respectful to everyone
Be calm & walk inside the school
Work hard
Look after our school & everyone's property
Yr3 - Yr6: Wear their Trust badge to access privileges: Access to soft surface, Lego room, Library, Sports practice, Sports Teams, After school clubs, non-educational trips (e.g. Surfing), Additional class rewards, Attend PTA events - this is a non-exhaustive list!
Be active participants in the school's "Pity the Bully" approach, seeking out support for either themselves or another child.

<b>Teachers &amp; Teaching Assistants will...</b>	
Model and set a good example.	
Teach lessons that explore and define what appropriate behaviour looks like, sounds like, feels like.	
Be positive and friendly.	
Use verbal and non-verbal praise.	
Establish class-based leadership roles and responsibilities e.g. resources monitors.	
Be familiar with and regularly refer to the UNRC Rights of the child/Rights Respecting Schools ethos/philosophy.	
Agree with class community a shared Class Charter/contract based around the Rights Respecting Schools UNRC Rights of the Child.	
Provide weekly circle time and other activities that develop self-esteem, explore worries or possible issues before they occur which allow the children to rehearse what they would do in different situations. Worry bags/box is introduced in Yr2 as part of the EWO "Keeping Safe & Well" and should be reintroduced/reminded in all subsequent year groups.	
Differentiation /scaffolding of work to enable all children to be engaged in the learning, developing intrinsic positive behaviour thus reducing the need for rewards.	
If a class based reward system is required (while the above is being developed) Class Dojo can be used to lead to a shared celebration, e.g. letter home to parents, certificate, etc.	
<b>Behaviour of children with Special Educational Needs</b>	
Recognise that for a small number of children, whose needs are beyond the whole school system, a more personalised approach may be necessary.	
Provide an individual behaviour plan (agreed between the pupil, staff and parents) in the form of a "Behaviour Passport".	

## Play

Remind and reinforce "Rough Play - No Way!"

## Consistency

Provide a **graduated response** for consequences to poor choices/negative behaviour:

- "The Look",
- Praise others choosing to do the "right thing" - "I like the way that you are..." followed by praising the child as soon as they adapt their behaviour,
- Personal reminder to the child - saying their name and repeating the instruction or expected behaviour,
- Tactical ignoring - stating to the child "I am ignoring you because you are... When you are... then I will..."
- Reinforce the rule - e.g. child running inside "Stop. How do we move inside? Yes, we walk. Show me. Well done".
- Strategic use of other adults in the room: Teaching Assistant/Volunteer/Student to be near children, quietly reminding while the teacher 'tactically ignores' the negative behaviour.
- Time out - in class - away from the activity or normal seating position, for a determined amount of time (child's age + or - 2 minutes depending on their age/stage/SEN).
- Time out - out of class - child is sent to the year group **above** to work. Initially for a set period of time (finishing a task or up to 10 minutes). If sent out of class for a second time it is for the entire session. Parents are informed - either end of day handover/phone call or email. **Behaviour requires logging on SIMS.**
- Time out - Phase Leader - following unsuccessful time out/repeated behaviours child is sent to Phase Leaders for the remaining am/pm session. Parents are informed by class teacher - either end of day handover/phone call or email. **Behaviour requires logging on SIMS.**
- Time out - Deputy/Headteacher - Following either all the above or behaviour that seriously puts themselves or others at risk of harm. Parents are informed by class teacher - either end of day handover/phone call or email. Follow up meeting with Deputy/Head may be arranged **Behaviour requires logging on SIMS.**
- Request that Trust Badge is removed. **Depending on behaviour this can happen at any stage.**
- Internal/External Suspension - School follows the CYPES guidelines and policy.

## **Trust Badges**

*See Appendix d) Trust Badge Guidelines.*

Request a meeting to discuss with Head/Deputy Head behaviours that may warrant the removal of a child's Trust Badge. This is raised this at the SLT meeting where a decision is made. Class teachers phone parents to inform them of Trust Badge removal and set consequences (e.g. No Football training or matches for that week).

## **Anti-Bullying**

Respond to any concern or complaint about bullying from a child or parent, following the Anti-bullying policy, referring the concern to Phase Leaders who will support/report to SLT.

Be vigilant in noticing any changes in demeanor, personality or presentation of children.

Report any assault by a pupil on a staff member, recording the lead up and event, to the Headteacher who will arrange an investigation of the incident. A copy of the investigation will be kept in the pupil's personal file and recorded on the Pupil Physical Assault against an Adult Log.

### Headteacher/Deputy Headteacher will...

Monitor behaviour in and around school as part of Quality Assurance/Learning Walks.

Monitor SIMS behaviour logs and cross reference with Bullying log/First Aid log.

Update the SEF: Personal Development, Behaviour and Welfare section termly.

Promote expectations, highlight specific school/social rules in weekly Community Assemblies.

#### **Consistency**

Time out - Deputy/Headteacher - Following either all the above or behaviour that seriously puts themselves or others at risk of harm. Parents are informed by class teacher - either end of day handover/phone call or email. Follow up meeting with Deputy/Head may be arranged **Behaviour requires logging on SIMS.**

Follows the CYPES Internal/External Suspension guidelines and policy.

#### **Trust Badges**

Meet with Phase Leaders to discuss any requests to remove Trust badges.

Meet with child to discuss reasons, consequences and set time frame for return of Trust Badge - usually 1 week from date Trust Badge is removed.

#### **Anti-Bullying**

Remind children at the start of each school year the "Pity the Bully" approach in a Community Assembly.

Provide staff annual "Pity the Bully" updates to ensure all staff understand and can support the approach.

Meet with any child & their parent to discuss any alleged bullying that has occurred (both alleged victim and alleged bully) - using the St Luke's Anti-Bullying leaflets and offering support where required. Feeding back to class teachers & SLT.

## SEN

### **The children will...**

Have an awareness and respect for individual differences (neurodiverse).

Value and include all members of our community.

Add their voice to any report or document written about them(ILP, Termly data sheets, etc).

Have access to resources and arrangements to meet their individual needs.

### **Teachers & Teaching Assistants will...**

Be responsible for identifying and reporting any concerns of individual needs to the SENDCO (Kath Hepworth).

Maintain notes, records and on-going assessments to help build up a picture of a child's needs.

Raise concerns about children with the SENDCO - in writing via email/in a scheduled meeting.

Be responsible for the outcomes for all children in their class, including children with SEN - **All staff are SEN teachers!**

Adapt learning environments to support all learners.

Display a visual timetable (consistent use of images) at the side of the IWB

Display a visual date at the top of IWB (Yr3-Yr6 also in French)

Review termly the class **Provision Map** detailing the children's needs and arrangements/support in place.

Keep up-to-date records of the SEN needs in their class SEN folder.

#### **ILPs**

At the start of the year discuss and review the impact of the previous year's ILP with any pupil on the class SEN register. They then need to amend/update the ILP for the current term. ILPs are reviewed termly (although smaller targets may need reviewing more frequently).

Involve pupils gaining their voice in the process and make them aware of their targets. Targets should be **SMART** - Specific, measurable, achievable, realistic and time bonded.

Store ILPs should be electronically in the Teacher Sensitive Area/ Inclusion/ILP folder.

Invite parents and pupils in to discuss the ILP each term, noting successes and setting new targets. Parents are asked to sign the school copy and are provided with a copy to take home. The signed copy is stored in the class SEN file.

Print the ILPs for the Teaching Assistant who is working with the child, so they can write notes and track progress. This is then returned to the class teacher at the end of the intervention/term.

### **Headteacher/Deputy Headteacher will...**

SEN meetings will take place at various points throughout the year, either individually or as a Key Stage, to discuss children, targets, interventions and support timetables.

Review SEN folders prior to them being handed up at the end of each academic year to the next teacher - complete and up to date. Teachers are responsible for filing any additional reports from SALT, OT etc. in their class inclusion folder. SEN folders should be stored in a secure location (each class has a lockable cupboard).

Prioritise SEN support is according to need. It may consist of in class support or withdrawal of individual or groups of children, or additional resources.

Meet, by appointment, with parents to discuss any concerns relating to SEN.

Meet, by appointment, with Outside Agencies to discuss any concerns relating to SEN.

Quality Assure "Ordinarily Available" provision in class as part of Learning Walk/Observations.

Monitor ILP/Provision maps to ensure adequate budgeting is in place.

Monitor the progress and attainment of SEN, JPP, EAL children to identify needs/arrangements required to ensure good or better progress enabling "closing the gap".

Compile documentation, write reports and represent the child/school at the SEN/Exceptional Action Panels.

Compile documentation, write reports and represent the child/school at any outside agency meeting - e.g CAMHS, ASCIT, SEMHIT, Health, etc.

Develop a termly prioritise list/impact assessment for presentation at "PARM" meetings

### **Reporting and Accountability**

#### **The children will...**

Share their voice by contributing to formal document (e.g. ILPs & the termly data sheets).

Take an active role in the showcasing of their learning.

#### **Teachers & Teaching Assistants will...**

##### **Data**

Update Educater, online tracking system, regularly (best practice would be at least weekly) to track children's progress and achievement.

Use data to strategically plan next steps for children's learning.

##### **Pupil Progress Meetings**

Come to the PPM prepared, having completed the PPM paperwork and analysed the data with ideas of actions which will address any identified issues.

##### **Reporting to parents**

Establish an "open door policy" for parents, encouraging them to come into school and make an appointment to talk things through (firstly with the class teacher, then the Phase Leader or Deputy Head/Headteacher). Likewise, if a teacher has a concern about a child, they are expected to arrange a meeting with the parents as soon as they possibly can. Please avoid entering informal discussions with parents about specific issues and remember that confidentiality is the right of all concerned.

[Appendix L: Meeting with Parents/Carers form](#)

Provide "Curriculum Conversation" presentations in the Autumn (repeated to enable those while multiple children to attend) to outline the curriculum and expectations for the year.

Provide a termly "Curriculum Letter" to outline the learning and organisation (PE days, etc) for the term. *All letters from school to home should be seen by Phase Leaders before they are sent out.*

Provide a weekly "Class Newsletter" to outline the learning for the following week, support required etc. Resources can be added to support and extend children's learning at home; homework should also be listed. *All letters from school to home should be seen by Phase Leaders before they are sent out.*

Provide half termly (start and end) ILP setting and review - see SEN section.

Showcase learning - Community assemblies & sharing sessions twice a year.

Provide a termly data sheet compiling information on progress, attainment and effort/disposition of learning and share this with parents each term in a 10 minute consultation.

##### **Showcasing with the wider community**

Use the website, newsletters, Facebook and Twitter as the primary methods of communicating school events, notices and reminders. Please email the office or SLT if you would like a Facebook/Twitter message/School Website update (inc Parent calendar).

##### **Performance Review & Appraisal (PR&A)**

Be prepared to reflect on the previous years experiences, impact of their teaching on the children (including the children's outcomes) and evidence linked to successfully meeting targets.

#### **Headteacher/Deputy Headteacher will...**

##### **Data**

Update the SEF: Contextual details, Progress and Outcomes sections.

Publish annual Data report to be published on the school website.

Publish annual Jersey Pupil Premium (JPP) report detailing resources and arrangements in place and the impact on JPP outcomes.

Analyse impact of class/school SEN arrangements and impact on SEN outcomes.

Monitor school, class & group progress and attainment data using the school tracking system (Educater)

**Pupil Progress Meetings**

Provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.

Ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend St Luke's School.

Challenge teachers to assess and analyse their programme provision to ensure it best meets the learning needs of all pupils.

Support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

**Reporting to parents**

Quality Assure reporting arrangements to parents.

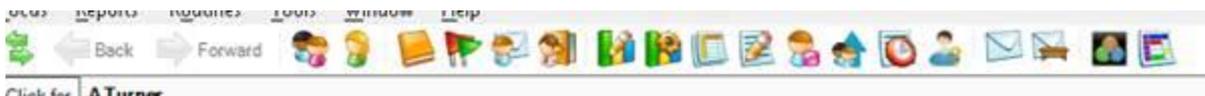
Inform parents of outcomes of CATs / End of Key Stage 2 assessments, upon request.

Provide all held data on their child upon request (following GDPR guidelines and CYPES policies).

## Appendix a)

### How do I access the register?

- Log on to the network - you will be given your individual log on information.
- When the computer has loaded, you need to double click on the  button on the toolbar.
- <https://id.sims.co.uk> - save this as a favourite on your web browser.
- You will be given your individual log on information personal to you.
- Choose SIMS.net: This will then take you to your home page.
- To be able to take the register you need to go to the menu bar



- Select the register icon



- Click "take register": You can then enter the codes to complete the register. If you are unsure of the code then right click and they will be displayed.
- Here is a YouTube clip to help:  
<https://www.youtube.com/watch?v=fIJU3oUPDOE>
- Send any latecomers to the school office if they have not already signed in.
- Please phone the school office if you encounter any problems!

Everyone is responsible for ensuring the best attendance possible for every child. It is essential that good communication between teachers, the office and school leaders exist so that children are encouraged to attend school regularly. The schools must work towards attendance figure of more than 95%. The school works closely with it's EWO to support families with any attendance/ lateness issues.

Appendix b)

Autumn Term				Spring Term				Summer Term			
September	October	November	December	January	February	March	April	May	June	July	
10 minutes drop-in				10 minutes drop-in				10 minutes drop-in			
PARM meeting Book Look: organisation & set up PR&A Meetings Senior Advisor Meeting Review Signed-off Medium Term plans	EWO meeting Pupil Progress Meetings Finance Meeting SEF Update: Achievement	Union Rep meeting Senior Advisor Meeting HR Meeting	EWO meeting Book Look: Progress so far. SEF Update: Behaviour, PD & Welfare Sign-off SIP 2020	PARM meeting Finance Meeting Senior Advisor Meeting Publish SIP 2021	HR Meeting SEF Update: Effectiveness of teaching	EWO meeting Union Rep meeting Senior Advisor Meeting Update Critical Incident Plan	Book Look: Progress so far. PARM meeting EWO meeting SEF Update: Effectiveness of Leadership & Management	Pupil Progress Meetings Union Rep meeting Finance Meeting Senior Advisor Meeting Update SIP	EWO meeting Book Look: Final Progress HR Meeting SEF Update: EYFS	Finance Meeting Senior Advisor Meeting	
10 minutes drop-in				10 minutes drop-in				10 minutes drop-in			
PARM meeting Book Look: organisation & set up Senior Advisor Meeting	EWO meeting Pupil Progress Meetings Finance Meeting	Senior Advisor Meeting HR Meeting	EWO meeting Book Look: Progress so far.	PARM meeting Senior Advisor Meeting Finance Meeting	HR Meeting	EWO meeting PR&A Meetings - Tas Senior Advisor Meeting	Book Look: Progress so far. PARM meeting EWO meeting	Pupil Progress Meetings Senior Advisor Meeting Finance Meeting	EWO meeting Book Look: Final Progress HR Meeting	Finance Meeting Senior Advisor Meeting	
10 minutes drop-in				10 minutes drop-in				10 minutes drop-in			
Book Look: organisation & set up		Check data sheets.	Book Look: Progress so far.		Pupil Progress Meetings Check data sheets.	PR&A Meetings - TAs	Book Look: Progress so far.	PR&A Meetings - Phase check-in	Book Look: Final Progress		
Science 18.9.20 English 21.9.20 Maths 29.9.20 Check Curriculum Information Letter. Sign-off Medium Term plans	PE 6.10.20 ICT 13.10.20 History 20.10.20 Art/DT 16.10.20	Maths 3.11.20 PSHE/Music 10.11.20 English 17.11.20 Science 24.11.20	Geography 1.12.20 RE 15.12.20	Maths 19.1.21 English 12.1.21 History 26.1.21 Curriculum Information Letter. Sign-off Medium Term plans	ICT 2.2.21 Science 9.2.21 Geography 23.2.21	English 2.3.21 Science 9.3.21 RE 16.3.21 Maths 30.3.21	PE 20.4.21 Art 27.4.21	Maths 5.5.21 History 11.5.21 RE 27.5.21 ICT 18.5.21	English 8.6.21 Science 17.6.21 Geography 22.6.21 Maths 29.6.21		
INSET Day (2.9.20) Curriculum Conversation evening (2x sessions). BOB INSET Day (10.9.20) Curriculum Information Letter. Medium Term planning on T.Sh network. Shared area display: Art/PSHE- self portraits PM Benchmarking (↓24) SEN: Set ILPs & meet with SEN ch & parents	Shared area display: Eng - Text Drivers Science Day 21.10.20 PTA AGM Keeping Safe - EWO - YR2 St Luke's Day (18.10.20) Unaided Writing History week Pupil Progress Meetings - with HT/DHT Half Term	Parent Consultations & data sheet PM Benchmarking (↓24) PIRA Assessments NFER Assessment Geography Week. SEN: Set ILPs & meet with SEN ch & parents	Shared area display: Art - winter display / Christmas Text driver Planning submitted Unaided Writing RE 3 days. Christmas Holidays	Curriculum Information Letter. PM Benchmarking (↓24) Medium Term planning on T.Sh network. History week Text driver Planning submitted SEN: Set ILPs & meet with SEN ch & parents	Maths: NSPCC Number Day Shared area display: Maths Half Term Pupil Progress Meetings - with Phase Leader Parent Consultations & data sheet Geography Week.	PM Benchmarking (↓24) PIRA Assessments RE 3 days. Shared area display: Topic (Geog) NFER Assessment SEN: Set ILPs & meet with SEN ch & parents	Easter Holidays World Book Day PM Benchmarking (↓24) Text driver Planning submitted	INSET Day (4.5.20) History week - occupation/Liberation Shared area display: Topic (Hist) Yr6 SATS Sponsored Walk Pupil Progress Meetings - with HT/DHT RE 3 days. Half Term SEN: Set ILPs & meet with SEN ch & parents	Moderation (EYFS, Yr2 & Yr6) Parent Consultations & data sheet Geography Week. PM Benchmarking (↓24)	Transition days. Sports Day Yr6 Leavers Assembly Text driver Planning (Sept) submitted Shared area display: Eng - Text Drivers SEN: Set ILPs & meet with SEN ch & parents	
Fire Drill. Update Screen Sheets. Update COSHH (August)	Classroom & Area Health & Safety Checks.	Fire Drill. Termly minibus walk around check - Minibus Policy.	Update Inventory of Hazardous Substances - COSH policy.	Fire Drill. Update compliance Program sheet - Manual Handling Policy.	Classroom & Area Health & Safety Checks.	Fire Drill. Termly minibus walk around check - Minibus Policy.	Checklist for Visual inspection of electrical Equipment - Electricity at Work Policy.	Fire Drill. Termly minibus walk around check - Minibus Policy.	Classroom & Area Health & Safety Checks Update annual Hazard ID checklist	Fire Drill. Update any Fire drill amendments on posters.	

Knowledge, understanding, skills... what are they?

Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>Remembering/ retaining information</li> <li>What one knows/ going to know/ has to know</li> <li>End result/ bigger picture</li> <li>Key words/ phrases/ facts</li> <li>Previous experience</li> <li>Learn first</li> <li>Describing what you know</li> <li>Facts at the most basic level</li> <li>Prior knowledge</li> <li>Recall facts</li> </ul>	<ul style="list-style-type: none"> <li>Gaining independence/ confidence</li> <li>Expression of own ideas</li> <li>Inform others</li> <li>Using own words to explain (paraphrasing)</li> <li>Prediction</li> <li>Analysis</li> <li>Questioning</li> <li>Application of prior knowledge- doing something with it</li> <li>Comprehension</li> <li>Inference</li> <li>E.g. role play a word problem (Maths)</li> </ul>	<ul style="list-style-type: none"> <li>Ability to apply knowledge understanding and extend</li> <li>Independence</li> <li>Show others how to...</li> <li>Ability</li> <li>Application</li> <li>Practical/ hands on</li> <li>Demonstration and application of knowledge and understanding</li> </ul>

Language Bank for Learning Intentions

Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>Label</li> <li>Name</li> <li>Define</li> <li>Describe</li> <li>Recall</li> <li>Identify</li> <li>Sort</li> <li>Retell</li> <li>List</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Interpret</li> <li>Retell (*from another characters point of view)</li> <li>Predict</li> <li>Analyse</li> <li>Explain</li> <li>Summarise</li> <li>Sort (KS1) Categorise (KS2)</li> <li>Create</li> <li>Match (KS1)</li> <li>Change</li> <li>Organise</li> <li>Describe</li> <li>Apply</li> <li>Empathise (KS2)</li> <li>Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Retell (*with expression)</li> <li>Make (*notes)/ create</li> <li>Locate</li> <li>Interpret</li> <li>Compare</li> <li>Use</li> <li>Demonstrate</li> <li>Explain</li> <li>Analyse</li> <li>Perform</li> <li>Research</li> <li>Organise</li> <li>Design</li> <li>Skim/ scan</li> <li>Justify</li> </ul>

Appendix d)

St Luke's School Short Term Planning

Subject:



Further Challenge		Next Steps – Further Challenge
Further Support		Next Steps – Further Support
Misconceptions, Key Skills & Notes		WALT:  Activity:  

### **Proof reading and editing in writing lessons**

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:

1. Proofreading: changing punctuation, spelling, handwriting and grammar mistakes.
2. Editing: Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either a visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then they might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proofread their work, checking for similar errors and putting them right. Children can sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid.

The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds - in purple pen to help the teacher see what changes the child has made.

### **Intervening when children find editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

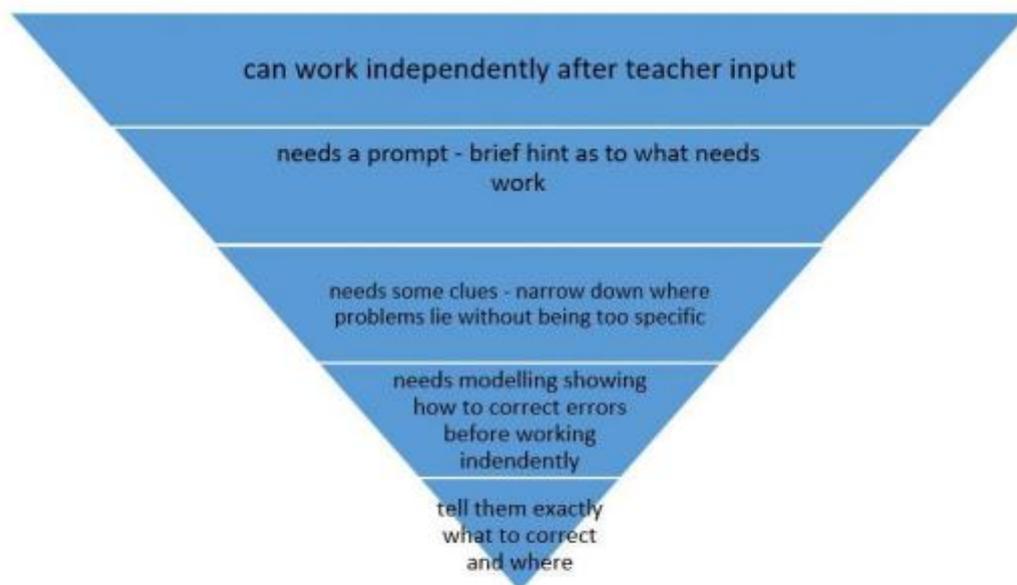
As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer - 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these

before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use.

The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

### The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have..."
- Use their work in modelling and then expect them to do the same.

### Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily 'review' sessions at the start of lessons in ks1 and lower ks2. This information should be used to revisit areas where learning is not secure within maths sessions. 'Check its' given at least 3 weeks after teaching a unit and end

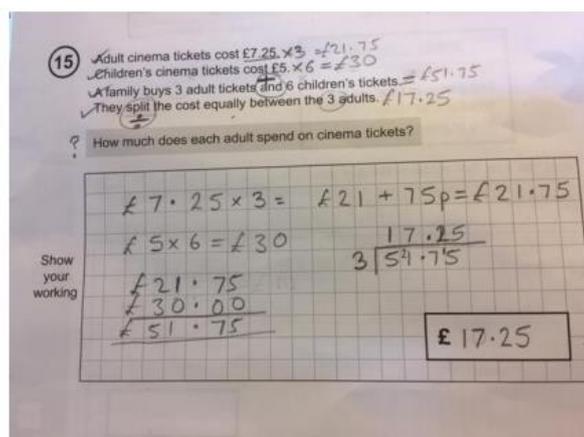
of unit tests also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, in ks2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'Buddy marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again - faster and possibly mentally - so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will. Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualisers/iPad+AppleTV to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different colour and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser/iPad+AppleTV, teachers should show children how to check work as we go, returning to the question and ticking off each line - writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.



Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

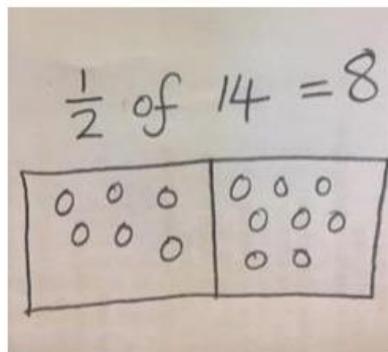
Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one. Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)? Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.



## Trust Badges

### General Information

- Any Badge removed from a pupil will be for 5 School days - for whatever reason!
- Parents will always be informed of trust badge loss - class teachers to phone/email.
- All badges removed will be kept by the Headteacher / Deputy Head and logged on SIMS.
- 5 Day removal begins when badge is handed to class teacher
- If a Badge has already been removed and another incident occurs this will be added to the first five day removal.
- If continued Badge Loss occurs, a meeting will be set up with the Headteacher or Deputy, Class teacher & Parents/Carers.

### Example Behaviours resulting in Badge Loss:

- General behaviours in and around classrooms and School where staff feel 'Trust' has been significantly compromised.
- Lack of respect for any member of staff.
- Lack of respect for the School and other's property
- Taunting and teasing other pupils.
- Swearing, use of bad language

### The following will result, not only in Trust Badge removal, but a meeting will be set up with the Headteacher or Deputy Head, Class teacher & Parents/Carers which may result in more rigorous sanctions:

Extremely Violent and Aggressive behaviour - physical or verbal  
Bullying (including Cyberbullying)

### Loss of Badge - Loss of Privilege!!

Access to soft surface,  
Lego room, Library,  
Sports practice,  
Sports Teams matches, games or competitions,  
After school clubs,  
non-educational trips (e.g. Surfing), Additional class rewards, Attend PTA events - this is a non-exhaustive list!

<p><b>St Luke's</b></p> <p><b>School Individual Learning Plan</b></p> <p style="text-align: right;">Year:</p>		
<b>Name:</b> XXXXX		<b>Date of birth:</b> XXXXX
<b>Area of concern:</b> <ul style="list-style-type: none"> <li>• ADHD - increased levels of anxiety (ASCIT involved)</li> <li>• Reading Writing Maths progress</li> <li>• Auditory sensitivity</li> </ul>		<b>Year group:</b> Year XXX
<b>Stage:</b> SEND support Exceptional Action submitted January 2019		<b>Date targets set:</b> January 2020
<b>Outside agencies involved:</b> CAMHS, OT and EP (EA paperwork in process) . Awaiting ASC assessment (referral made by CAMHS) ASCIT.		
<b>Supported by:</b> Graduated start to the day- Lego Room and reading 1:1 until 9am. 10 mins reading daily 1:1 with Mrs Le Fondre 10 mins word work daily 1:1 with Mrs Le Fondre Monitoring and repetition during initial inputs. Flexibility in timetable for calming down/focusing time. Independent area of the classroom with 'barriers' around - only when with adults and not to be used when working with other pupils. Working in a quiet room away from the majority of the class with a small group if needed. 'Tickable' daily timetable to monitor the events throughout the day.		<b>Review date:</b> March 2020
<b>Start of Autumn Term</b> <b>Reading:</b> Year 4 Emerging <b>Writing:</b> Year 3 Secure <b>Speaking and Listening:</b> Year 3 Secure <b>Maths:</b> Year 4 Developing	<b>Spring Term Levels:</b> <b>Reading:</b> Year 4 Developing <b>Writing:</b> Year 4 Developing <b>Maths:</b> Year 4 Developing	<b>Summer Term Levels:</b>
<b>Proposed support -</b> <ul style="list-style-type: none"> <li>• Support at the beginning of each sessions with monitoring during whole class inputs.</li> <li>• 1:1 Reading sessions with JLF and CH</li> <li>• Monitoring during transition periods e.g. getting bag/lunchbox/toilet etc.</li> <li>• Small group lunchtime to reduce impact of noise in hall on Brandon with a longer time to eat.</li> <li>• Individual support in Maths lessons</li> <li>• Individual support in Writing lessons</li> <li>• 1:1 support during regular reading opportunities</li> <li>• Building an awareness of emotions scales - To regulate emotions</li> <li>• Lego Club - To develop turn taking and social skills</li> </ul>		

- Regular differentiated reading activities
- Application of iPad to build levels of independence

### **Strengths / skills**

- XXXX has responded well to concrete apparatus used in Maths and can sometimes now take a leading role in a small supported group.
- XXXX has excellent fact retrieval, topic knowledge and topic enthusiasm.
- XXXXX has shown significant progress in reading level.
- When guided, XXXXX's reading comprehension skills are excellent.
- XXXXX is curious and inquisitive in nature.

### **SMART Targets to be achieved (Maximum of 3):**

Target 1- To move calmly into a written activity at least once a week.

Target 2- To spell 50% of the first 100 HFW correctly independently in isolation.

Target 3- To continue to gain independence from support when JLF moves away for short periods. (long term target)

### **Success criteria:**

- I will repeat my timetable and stick a learning intention in my writing book calmly
- I will learn my spellings at home each week and try my best to always show my best spelling in my independent work
- I will start to attempt very small tasks independently, building up these depending on progress.

### **Teacher strategies:**

- Insist that XXXXX carries out instructions from all adults right away.
- Visual timetable
- Changes to timetable/teaching staff clearly explained before they occur
- Clear expectations of tasks.
- Positive behaviour reinforcement.
- Praise for following expectations.
- Opportunities to show-off positive work
- Continual modelling of some independent strategies to use if 'stuck'
- Reading 1:1 daily with an adult (JLF or CH)
- Some timetable flexibility if time needs to be taken to settle XXXXX in or calm him down.
- Consistent communication with Mum
- Extra incentives for sensible transitions

### **Pupil strategies:**

- I can talk through my timetable and use motion break cards
- I can count sounds in a word and try to sound out the whole word for high frequency words.
- I can have an independent go at work before asking for help.

### **Ongoing observations/reflections: (please list any adaptations to targets as required)**

#### **AUTUMN OBSERVATIONS**

- XXXXX has shown considerable progress working with Pat Canas in reading. It is imperative that this is continued.
- XXXXX still shows quite a lot of opposition when starting tasks. Once in the flow of a task he is fine, but this can take a lot of work to get started.
- XXXXX has been supplied with a desk timetable and choice cards, which he has responded well too.
- The use of emotion colours/cards has started effectively, the next step is ensuring that he knows strategies to bring himself down from a heightened state.

- XXXXX has however become increasingly rude in his outbursts, shouting inappropriate things or rude phrases to CH.
- Concerns about XXXXX's morning routine have lessened but are still present, still takes a long time to go straight into Lego room in the mornings.
- Further inquiry needed surrounding timing of medication in the mornings, as his afternoon ability to work/engage in instructions has lessened in half term 2.

*Target adaptations:*

Majority of XXXXX's targets are ongoing but we will aim to ensure the goal is achievable to his next ILP review.

**SPRING OBSERVATIONS:**

- January 2020 - no diagnosis given as ASC assessment
- Internal and external exclusions for aggressive behaviour (physical, verbal and threatening)

**Review:**

**Pupil comment:**

**School comment:**

**Home comment:**

**Signed Parent/Carer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Further action or agreed next step targets:**

### Things about Me

- I am a good gamer! I am especially good at **Roblox**.
- I am proud of my swimming.
- I am good at building Lego.
- I **don't** feel much physical pain.
- I have lots of friends.

### Things that help me

- Taking 'Time Out' at my desk or at the back of the classroom.
- Going to class like everyone else.
- Fiddle toys.
- Having the display board around me.
- Working 1:1 most of the time.
- A visual timetable.
- Knowing **what's** going on and when it will happen.

### How I Communicate

- I talk very fast.
- If I get **anxious** I get hyper.
- I talk over people because I find it hard to wait.
- I like to prank people.

### My favourite things

- Running
- Playing **Roblox** with my friends online.
- Being in class
- I love music.



### Things I'm good at

- I am good at maths
- I am caring
- I can tell the time.



### Tricky Things

- Writing is tricky
- Taking turns
- Not being in class.
- Waiting
- I **can't** always remember to tell the truth.
- The noise in the lunch hall.

**Example: St Luke's Pupil Progress:**  
**Year Group:**

## Attainment &amp; Progress steps

		Reading (TA)	Reading Test (PIRA)	Writing (TA)	Maths (TA)	Maths Test (NFER)
<b>Below</b> <i>Test: SS less than 95</i>						
<b>How many progress steps have they made?</b>	Minus steps					
	No steps					
	One step					
	More than one					
<b>Expected and above</b> <i>Test: SS 95 and more</i>						
<b>How many progress steps have they made?</b>	One step					
	More than one					
<b>Above</b> <i>Test: SS 116 and more</i>						

Who is **below** (one step or more) **or made no progress** and what do we need to do to get them to ARE?

Who has made **no progress** (or gone backwards). Why? What have you tried / how are you going to do to improve progress? Remember to include interventions led by other members of staff.

	Percentage	Names	Next steps?
<b>Reading</b>			
<b>Writing</b>			
<b>Maths</b>			

Which children/groups do you consider to be progressing less well?

Are there any children who are stuck?

Are any regressing?

What are the barriers to their learning?

Have any of these children been discussed with colleagues If so, what was the outcome? If not, who might support?

What further specific actions can be taken?

Agreed Actions to secure good or better progress and to narrow gaps

Who has made **exceptional progress** and what do you think has caused this? (This helps us learn how to help others improve.)

	Names	TA result Autumn	TA result Spring	Why?!
Reading				
Writing				
Maths				

Does the data show anything interesting about progress of any of the below different groups in your class?

Jersey Premium	
Low attaining Middle attaining High Attaining	
Boy / Girl	
White British	
Other ethnicities	
SEND	

Which children will be your focus over the next half term? What strategies will you implement? (To be completed during Pupil Progress Meetings)

	Names	Strategies / Notes
Reading		
Writing		
Maths		

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8. Other notes from Pupil Progress Meetings:

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*For Next Meeting:*  
 During the last pupil progress meeting, you identified specific children to focus on in writing and maths - if you can remember, please list them and strategies you've tried

	Names	Strategies
Reading		
Writing		
Maths		

**Example : Termly Data Sheet**

Student Name:

Class:

Class Teacher:

Attendance:

Settling in to my new class:

Subject	Effort	Behaviour	Progress	Attainment
English: Reading				
English: Writing				
Maths				
Science				
Art				
Design Technology				
History				
Geography				
ICT				
PE				
Music				
PSHE				
RE				
Yr3 - Yr6				
French				

For: Effort and Behaviour	
+	Above expectation: Standards and expectations are <b>ALWAYS</b> met in full and sometimes exceeded.
/	In line with expectation: Standards and expectations are <b>USUALLY</b> met, with just occasional lapses.
^	Working towards expectation: Standards and expectations are <b>SOMETIMES</b> met but effort is being made to improve.
-	Below expectation: Standards are <b>NOT</b> met often enough and this is an area of concern.
For: Progress (expected = 3 steps per school year)	
4 +	Above expected progress.
3	In line with expectations
1-2	Below expectation.
For: Attainment	
Secure	Children are consistently working at this level.
Developing	Pupils begin to apply their understanding - this is usually with the support of a teacher or adult.
Emerging	Pupils have been taught the skill but rarely are able to apply their understanding.

If you have any questions, please make contact by phoning (730657) or emailing ([admin@stluke.sch.ie](mailto:admin@stluke.sch.ie)) your child's class teacher to arrange a meeting to discuss.

Parental Comments:

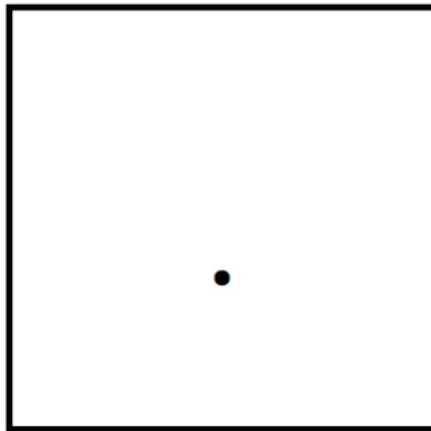
**How Do You Feel About The Way Your Child Has Settled?**

Parent:

Class Teacher:

Date:

### 1. The Black Dot in the White Square:



*The Black Dot in a White Square: What do you focus on?*

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

- The class is awful
- The group never works sensibly
- The student is unable to behave
- Everyone is being too noisy

This thinking made me realise I was one who would pick up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority. Is so much healthier for all concerned to swap that around. I find it applies to homework too... focus on the bits you get in, rather than the ones you don't.

### 2. Using Positive Language

This is so simple but packs a punch. Instead of "will you stop talking" you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."

After watching Bill Rogers, I found myself saying 'thanks' all the time.. and it makes a difference.

### 3. Choice direction and 'when...then'

Classic parenting techniques that work brilliantly.

Jamil, you can either work quietly by yourself or you can come up and sit with me, James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.

Richard, you can do exactly what I've asked or get a C3 detention as you were warned earlier.

When you have finished tidying up your area... then you can sit wherever you want....

This works so much better than crude belligerent 'do what I say' command language.

#### **4. Pause Direction**

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient 'take up' time. Eg. "Michael pause...David...pause...could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say. Try it....

#### **5. Take-up Time:**

This avoids the horrific teacher domineering - "come here Boy!" nonsense. Simply, "Michael...(pause to gain attention)... come up here a sec please." Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works - try it. It also works in the corridor. "John, come over here for sec please... then walk away to a private area, away from peers. John will follow - and not lose face." You can then have a quiet word about the behaviour without the show-down.

#### **6. 'You establish what you establish'**

This refers to the establishment phase with a new class. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later... Similarly with noise level. If you ask for 'silence' and then accept a general hubbub - then your message is 'silence means general hubbub'. If you want silence - you have to insist on it. Bill Rogers is great on this whole area of planning for behaviour; investing time in setting up routines - a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time.

At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

#### **7. Teacher Styles**

- Don't be an Indecisive teacher: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.
- Don't be the opposite: an Autocratic teacher : using a power relationships to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)
- Be an Assertive teacher: This teacher expects compliance but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

In all honesty, the most common problem 'weak teachers' have, in my experience, is that they are not assertive enough; it is their Achilles heel. The tough part is that this comes with experience for many. I have learned to be assertive without being autocratic...and actually that is easier than learning to be assertive if you're not. But you have no choice - it is a key teacher skill that needs to be worked on.

### **8. Controlled severity - but where certainty matters more than the severity**

Most great teachers establish very clear boundaries. How? Well, usually, this happens through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that -EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed - that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers regarded as 'good with discipline' only need to use the severe tone occasionally - because it works and the class remembers.

As with parenting, the art is getting the balance: not overused or generated from real anger - thus de-sensitising children OR under-used and ineffectual. In both of these cases the boundaries are hit constantly because there is uncertainty about where the boundaries are. With good 'controlled severity' the boundary is not hit so often - because the kids know exactly what will happen. Like a low voltage electric fence! You know where it is, without nagging or constant negotiation, and you know exactly what happens if you touch it - so you don't go there. The key is that the consequence is certain to happen - not the level of severity. Teachers who can never sound cross often struggle. Similarly, teachers who allow genuine anger to build up - also struggle; these are the shouters (note to younger self.) Worst of all are teachers who shout but then don't follow up with the consequences. All these groups need to seek help and get help.

### **9. Partial agreement (aka being the Grown-up)**

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. Partial Agreement is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

Student : "I wasn't talking, I was doing my work"

Teacher : "OK, Maybe you were but now I want you to press on to finish the task.

Student: "It wasn't me... it's not mine... I didn't do anything"

Teacher: "Maybe not - but we're all clear on the rules about that aren't we..and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. My pet hate is a teacher who wants his pound of flesh; is uncompromising and moans about kids 'getting away with it'. It never ever helps. (This is where I find the concept of Emotional Intelligence helpful...some teachers simply cannot bear it when asked to give ground; it is a problem they need help to recognise.)

### **10: Behaviour Management is an emotional issue**

The overriding message that I took from Bill Rogers is to recognise explicitly that behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites.

Crucially, this is for the teacher and the students. There is just no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT -we are human and we sometimes fail to manage. Sometimes, things go wrong and as teachers we put ourselves on the line emotionally all day. No other job is like that - where you risk being burned by a child just because you ask them to do some work. So, Bill Rogers urges us to acknowledge our emotions - and, for me, this helped hugely.

If you do 'lose it'... acknowledge it.. "I am angry because..."; "I am raising my voice now because I'm so frustrated..." And then, after a cool-off, as soon as you can, model the behaviour you want to - calm, measured, warm, encouraging and showing you care. 'Repair and Rebuild' is a great concept. Sometimes, the trick is to take the most difficult student aside, away from a lesson and build up a rapport so that they see you as human - and you see them as more than just a naughty brat.

**Date:**

**Parents of / Year Group:**

**Issue raised/Concern:**

**Agreed Actions/Next Steps**

**St Luke's Staff member:  
(Print & Sign)**

**Parent / Carer**

Appendix k) Staff meeting schedule 2020/21

Date	Location	Content	Led by:
<b>September</b>			
Wednesday 2nd	Hall	INEST Day: 8am Coffee/Tea/Catch Up 8:30 Teaching <u>For</u> Learning Policy Abacus Maths Mastery 1:30 End	AT/KH/AC MB
Wednesday 9 <sup>th</sup>	Classrooms	Curriculum Conversation Evening (2 slots) 6pm - 7pm	Class teachers
Thursday 10th	Hall	Battle of Britain INSET Day: 8am Coffee/Tea 8:30 Teaching <u>For</u> Learning Policy (part 2) Sciencebug 1:30 End	AT/KH/MB AC
Wednesday 16 <sup>th</sup>	Staffroom	EWO (Ali Moffat) Managing difficult conversations with Parents + creating attendance plans.	EWO (Ali)
Wednesday 23 <sup>rd</sup>	Classrooms	Teaching <u>For</u> Learning: Learning Environment audit	AT
Wednesday 30 <sup>th</sup>	Staffroom	History Week (19 <sup>th</sup> October) Planning Session	MS/AT
<b>October</b>			
Wednesday 7th	Staffroom	St Luke's Day (Friday 16 <sup>th</sup> October): preparation for the 1 day creative activities.	KH
Wednesday 14 <sup>th</sup>	Staffroom	Jersey Premium - update/JP info & in class provision.	AC
Wednesday 21st	Hall	Feedback & marking - looking for progress/ sharing session (bring books/feedback sheets)	SLT
Half Term			
<b>November</b>			
Wednesday 4 <sup>th</sup>	Classrooms	Parent Consultations (1) 3:30 till 6pm	Class teachers
Wednesday 11 <sup>th</sup>	Classrooms	Parent Consultations (2) 3:30 till 6pm	Class teachers
Wednesday 18 <sup>th</sup>	Staffroom	Geography Week (30 <sup>th</sup> October) Planning Session	NC/AT
Wednesday 25 <sup>th</sup>	Classrooms	English - internal Moderation - Phases	KH/E-RK + English Advisor (tbc)
<b>December</b>			
Wednesday 2 <sup>nd</sup>	Corridors	Display winter art/Christmas hanging decorations.	Class teachers
Wednesday 9 <sup>th</sup>	Classrooms	Maths - internal Moderation - Phases	MB
Wednesday 16th	Staffroom	2019/20 PR&A staff feedback: books & research (carried over from last term).	AT Class teachers
Christmas Holidays			
Date	Location	Content	Led by:
<b>January</b>			

Wednesday 6 <sup>th</sup>	Classrooms	English - internal Moderation - Phases	KH/E-RK
Wednesday 13 <sup>th</sup>	Staffroom	History Week (25 <sup>th</sup> January) Planning Session	MS/AT
Wednesday 20 <sup>th</sup>	Classrooms	Maths - internal Moderation - Phases	MB
Wednesday 27 <sup>th</sup>	Classrooms	Teaching <u>For</u> Learning Policy: Presentation audit	AT/KH
<b>February</b>			
Wednesday 3 <sup>rd</sup>			
Wednesday 10 <sup>th</sup>	Staffroom	Geography Week (22 <sup>nd</sup> February) Planning Session	NC/AT
<small>Half Term</small>			
Wednesday 24 <sup>th</sup>	Classrooms	Parent Consultations (1) 3:30 till 6pm	Class teachers
<b>March</b>			
Wednesday 3 <sup>rd</sup>	Classrooms	Parent Consultations (2) 3:30 till 6pm	Class teachers
Wednesday 10 <sup>th</sup>			
Wednesday 17 <sup>th</sup>			
Wednesday 24 <sup>th</sup>			
Wednesday 31 <sup>st</sup>	Staffroom+ Classrooms	Continuous Provision: Book Corners	LS/KH/E-RK
<b>Easter Holidays</b>			