ST LUKE'S SCHOOL
TEACHING FOR LEARNING POLICY
2023/2024

UNRC Article 3: Everyone who works with children should do what is best for each child.

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 Gerard McGonigle

TEACHERS,

Nursery	Miss Lucy Scott
Reception	Miss Tanya Martins
YEAR 1	Mrs Lisa Evans
YEAR 2	Ms Rachel Main
YEAR 3	Mr Joseph Dias
YEAR 4	Miss Christina Loane
YEAR 5	Mr Thomas McCann
YEAR 6	Miss Charlotte Round
KS2 Support	Mr Mat Sutherland (Spring/Summer)
Support Teachers	Mrs Katarzyna Dzwonek & Mrs Jo Beddoe
Regular Supply Teachers	Mrs Mhairi Fraser & Ms Katie Nudd

TEACHING ASSISTANTS

Mrs Victoria Smith, Mrs Karen O'Connor, Ms Chantelle Le Couteur, Mrs Lisa Barker, Mrs Jamie Evans, Mrs Terri Wilton, Mrs Marie Knight, Mrs Patty Guzman, Mrs Jennifer Gibb & Ms Ewa Augustynczk

CLEANERS

Mrs Iolanda De Sousa, Q3 Ltd. & 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 (8:45am) and Afternoon (No later than 1:40pm).
See Appendix a) How to access the register.

Graduated Response: Raise any issues or concerns verbally with parents and record on the EWO attendance & punctuality Welfare plan (template available on Teacher Shared Network) – initially as a place to keep notes of the conversation. If no improvement, meet with parents and agree a formal attendance plan. 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 <u>if the school has received parental permission in writing</u>.
- 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. Bikes should be locked when using the bike rack.

Attendance - Staff:

If sick or unable to attend work, telephone the Deputy Head, Kath Hepworth: **xxxxxxxxxxx**.
Ring this number as close to **7am** to notify the reason for your absence. For Safeguarding we need to be able to speak to you however if you are unable to get through in person, please leave a 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.
Headteacher Adam Turner will conduct back to work interviews following each absence.

Supply Cover Requests
If you need to request cover for training etc. please **email** the Deputy Head, Kath Hepworth 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 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. **Kath** will then add the cover arrangements to the school Google Calendar.

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 **My Concern** or using a "Cause for Concern" (pink) form - blank copies 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, PPA 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.
- *End of day routine detailed on page 3.*

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 xxxxxxxxxxxxxx

  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 = Turqoise, Yr6 = Orange & SEN = Yellow.
- Read the school newsletter which is emailed monthly.
- Read the staff notice board daily for any last minute changes.
- Key information is shared in the "Week ahead" / Staff Briefing email 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 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.

Behaviour issues should be reported directly to class teachers at the end of playtime (face-to-face or phone call).

Wet Weather Playtimes

Inform classes that it is "Wet play" if you are the duty teacher. Wet Play = it is raining **heavily** and it is too wet to go out (children can still go out in drizzle!).

Have a class "Wet Play" system = activities and resources that they can access.
Train children in appropriate wet play behaviours – how to access games, expectations etc.

Lunchtimes - 5 minute handover and 5 minute collection:

Handover: Escort your class to the playground or hall, where Lunchtime Supervisors will be waiting. Use the 5 minute handover to inform the lunchtime supervisor of any issues/important information.

Collection: 5 minutes prior to the afternoon session commencing go to the hall to collect your class. Have a quick debrief with the lunchtime supervisor who can report any issues or incidents that may need following up.

Fire Drill

Follow the Fire Exit strategy for the area of the school you are in. They are 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.

Don't access personal mobile phones during learning time and all phones should be set to silent while in school. If there is a time 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 Government of Jersey Guidelines for more information (including GDPR).

Children's images

Ensure that any image to be shared in the local media/social networks has 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 you feel that the injury is not minor and requires First Aid.

If the child can't be moved 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 into 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. SEN support (1:1) should not be included in your adult ratio (as they remain allocated 1:1 to that child).

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

On the day of the trip: Provide a copy of the risk assessment to the school secretary. Share the Risk Assessment with school staff accompanying. Ask them to monitor the children while you meet with any other adults accompanying on the trip – gather other adults in the staffroom to talk through the Risk Assessment.

Visitors bringing animals/specific resources that could pose a threat (e.g. allergies) – Risk Assessments to be with DHT no later than 24 hours prior to the visitor (although exceptions to this can be made depending on individual circumstances). If unsure ask!

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.

In the event of any accident, injury or complaint CYPES will ask for all Risk Assessments.

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. Any medical equipment (inhalers, epi-pens, etc should be stored in the class medical cabinet which is then locked).

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 should always be 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.

School policies are available on the Teacher Shared Network & the school website.
Health & Safety polices are available on the Teacher Shared Network & school website in the Health & Wellbeing section.

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_. (If a child starts mid-week/mid-term labels need to be created ASAP). 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 in 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 specific SEN children a personalised visual timetable, on a clipboard or on their desk, 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**.

Ensure the front cover of the current class story/novel is displayed on the class door (For classes reading chapter books).
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). If a child has completed their work in their home language (ie a piece of writing) then this should be celebrated and displayed.

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.

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 – 18th September = **Art** display – self portraits

Autumn 1 – 20st October half term = **English** – Text Drivers

Autumn 2 – 20th November = Winter **Art** – Christmas Cards

Spring 1 – 12th January = **Geography** (Autumn work) – Our School and Local Area

Spring 2 – 19th February = **Maths** – Specific focus tbc

Summer 1 – 26th April = **PE** – PE experiences from the year

Summer 2 – 5th June = **Science** – Thinking Scientifically

Quality First Teaching

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. *(Children working on activities that are pitched at the right level to move them on).*
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 saved on **Teacher Shared → 6.Staff → 6.0 Planning 2023_2024** *These are a working documents which are accessible to Subject Leaders, SLT, Supply teachers and should be updated to give a clear picture of what has been planned, what was actually taught and notes/brief evaluation of the outcomes which teachers then use to plan future work (amendments should be added in a different colour).* A hard copy of planning is not required however an up-to-date copy of the following should be printed and available in the blue planning files: *Numeracy/ Literacy groups,*   *Register of any medical need/SEN/JPP/MLL*   *Current timetable, split list*   *Latest seating plan, Lunchtime seating plan*   *Assembly/Line order.*   *Wet Play options*   **Long Term planning** Saved on **Teacher Shared → 6.Staff → 6.0 Planning 2023_2024** -- **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 d) 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 MLL, SEN, JPP and More Able learners. All children should have the opportunity to access mastery level activities. When we differentiate we call them ***, **, *****

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: **These are words you are going to actively teach them (not just a list of words they might encounter!)** We know we have a Language deficiency/Low starting point so it is vital that we are focussing on uplevelling and using 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!).

Short Term planning

The purpose of short term planning is to allow teachers to feel prepared and to share any instructions/guidance for any support workers, teaching assistants or volunteers.

Active Inspire "Flip Charts" are saved on the Teacher Shared Network to enable subject leaders to quality assure/offer support.
See Appendix e) 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 MLL/ 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 are experienced working with a wide variety of abilities – this can be done using "Lucky Lotto Sticks".	

Pace
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: *please note this is not an exhaustive list.*
  ▪ An interactive starter which engages learners and initiates thinking.
  ▪ 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.
  ▪ Mini plenaries – spread throughout the session: these ensure that all pupils make progress within a lesson.
  ▪ 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).	

Provide opportunities for ORACY **Think/Pair/Share** **1 min Think to yourself** **1 min to share your thoughts with your partner/in 3s** **Children summarises what their partner's idea was/what they said** 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 **ask the partner to talk about their partner's ideas** to encourage active listening. Talk partners should be changed regulalry and best practice is to have mixed ability to allow modelling of high level langauge scaffolds. Think/Pair/Share should take no more that 3 minutes – and feedback to the class should be limited to 2 or 3 contributions.	
Responding to others Children are encouraged to use **A,B,C** when responding to other children's statements or Think/Pair/Share: **"I would like to…"** **A**gree – "I agree with … because…", "The reason I agree is…" or "That is interesting because…" **B**uild – "I agree with … but I need to add…", "Building on what … said…" or I would like to build on …'s point because…" **C**hallenge – "I think differently to … because"	
Have high expectations of learning and progress for all pupils 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.	
Assess and adapt as you go 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, **children must be given time in the lesson to respond**.
Quickly respond to misconceptions. Stop the lesson and recap/repeat if necessary – **don't** just "plough on through".

Daily check-in – "how am I doing as your teacher?"
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.

Data
Excel Data Sheets – year group data sheets are stored on **Teacher Sensitive ➔ 1.a – Data**
These are updated half termly & following whole school assessment points (e.g. PIRA). These sheets form part of the Pupil Progress Meeting arrangements.
End of Term: Use the school data information system (SIMS) to map, track and plan pupils attainment and progress. This is updated with the teacher assessments at the end of each term. (See Appendix l – adding data to SIMS)

Use the school information system (SIMS and school Excel Data sheet to enable effective pupil progress meetings to occur with HT/DLT/SLT: Autumn: HT/DHT, Spring: Phase Leader, Summer Term: HT/DHT

Headteacher/Deputy Headteacher will…
Planning Quality assure – SLT *see Appendix b) monitoring calendar 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) monitoring calendar 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 Government of Jersey (CYPES specific) Capabilities Policy.
Work in Books Quality Assurance – SLT providing celebrations and development points. *see Appendix b) monitoring calendar Provide time via staff meetings to enable staff to share good practice and internally moderate. Provide time and workspace 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.
Data Provide class teachers access to the whole school data Excel document prior to Pupil Progress Meetings (PPM) and a school wide PPM format to complete. Termly PPM with HT/DHT & half term PPM check-ins.

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.*

Children will…
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 7th September 2020 Date their work in maths books using numbers – e.g. 7.9.20 *Upper Phase: Maths Books : Also add the date using* **Roman Numerals** *(as a way of reinforcing this element of learning through the year).*
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.
Maths: Write 1 digit per square.   Draw plane shapes using a ruler.
No erasers : Cross out errors with one line only (using a ruler).
Use all the pages in their books.

Teachers & Teaching Assistants will…	
All books to have a printed label on the front & plastic cover.	
Add the date, if using a printed title sticker to avoid wasted learning time.	
If a child is absent write "Absent" under the date/title and then rule 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 (Zero tolerance).	
Model handwriting expectations for their year group, following the school handwriting scheme (e.g. Adults should only be joining their writing in their feedback or modelling 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 – so too should any adults.	
Have high expectations and a zero tolerance of work not presented at the expected standard and verbalise this with the children regularly.	
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. Parents are then invited back to the classroom to look at work, books and class displays.	

Headteacher/Deputy Headteacher will…
Quality Assure – Learning Walks, Book-Looks, Book Bingo, etc. *see Appendix b) monitoring calendar
Highlight examples of best practice in evidenced in Community Assemblies, learning walks, lesson observations and work scrutiny.

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

More "Guide on the Side" and Less "Sage on the Stage"

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…
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…	
Provide feedback in line with the school policy that helps children to improve and to know their next steps	
Asking open-ended questions and provide thinking/processing time for the children before expecting a response	
Plan time in the session to provide feedback and opportunities for children to respond (up level, edit, correct, etc)	
Provide learning walls, which support current learning and refer to these in the session.	
Ensure learning walls support children in becoming independent, providing a resource to aid **Current** 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…
Quality Assure the impact of feedback on children's learning - SLT *see Appendix b) monitoring calendar
Quality Assure the impact of question and response as part of learning walk - SLT *see Appendix b) monitoring calendar
Quality Assure the impact of Learning Walls as part of learning walk - SLT *see Appendix b) monitoring calendar
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. All forms of feedback (including marking) are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

The Children will…
Use feedback to edit, improve/up-level their work (using purple pen).
Use feedback to know how to improve their learning.
Take the opportunity to revisit/correct aspects of work they misunderstood.
Have opportunity to conduct peer and self-assessment
Show care, attention and high expectations through the presentation of their work.
Be able to read **and respond** to any adults comments written in their books.
Use feedback to build on future learning.

Teachers & Teaching Assistants will…
Evaluate the work that children undertake in lessons, and use information obtained from this to allow them to impact on future lessons.
Immediate feedback – At the start of a *lesson*. *minimum of 3 lessons per week (core & Foundation subjects)
Give out books & children have Purple Pens.
Share the best work (perhaps using a visualiser).
Identifying common errors in basic skills (e.g. spellings, number facts).
Address common misconceptions that have been identified.
Children redress any misconceptions & (where useful) check through their work & improve based on feedback – in Purple Pen.
Live feedback – *During the lesson.*
Live feedback/marking occurs within the lesson (as/when) to impact on learning in the moment.
1:1/small group feedback & differentiation provided where needed (adults use Green Pen when writing in books)
Peer assessment in the plenary/mini plenary linked to success criteria (Purple Pen).
Summary feedback - *at the end of a lesson/task (should take no more than 15 minutes)*
Look for common misconceptions and errors in basic skills.
Who didn't grasp the concept taught? Who had a good understanding? Who did particularly well?

Tick each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples (Green Pen).

Make notes re: key messages to feedback to pupils at the start of the next lesson. *Notes should be stored in the Teacher Journal, either on proforma or in "notes" section.

All adults

All adults working with the children (in class or via an intervention) provide feedback. This can be verbal or written. This additional information should be provided to the class teacher (either verbally or written) at the end of each session.

Next lesson "feed-forward" – *'the next step is the next lesson'* *Where appropriate to do so.

Plan the 10-minute whole class feedback opening session, for the start of the next lesson, using your notes from the Summary Feedback.

Plan 1:1 or small group feedback for specific children during the lesson or pupil conferencing. Amend lesson plans based on misconceptions.

Share updated plan with any other adults supporting the class.

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

Provide 'Check it' activities or end of unit or term tests or quizzes

Headteacher/Deputy Headteacher will…
Learning walks/Lesson Observation – evidence of the Feedback policy will be a standing item on every learning walk/lesson observation.
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.

Pupil Conferencing – "edit and improve" time

Allocated time will be provided to enable teachers to support the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work. Conferencing allows time for children to respond to teachers probing questions in their feedback to a greater depth.

Nursery, Reception & Year 1

- Nursery & Reception receive verbal feedback in the moment. This feedback celebrates achievements & successes and explore next steps.
- Reception (Spring term) Mark Making books demonstrate "2 stars and a wish" written in books (Green Pen) and are explored, with the teacher leading a discussion as to the areas that are successful. Wish elements are discussed as "next time let's try to…"
- In Reception (Summer term) & Year 1 (from the Autumn) the children practice "wishes" (Purple Pen) where possible underneath the written feedback.

Year 2 & Year 3

The teacher identifies a piece of work that they would like the children to proofread and edit before marking. Feedback, either written in books (Green Pen) or specifically prepared for the Pupil Conference session are explored and link to Learning

Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in Purple Pen.

Feedback, either written in books (Green Pen) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. Teachers model how the children are expected to respond to the feedback (Purple Pen) and given time to make corrections or uplevel specific elements, where possible underneath the written feedback. Purple Slips are used to enable children to edit without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.

Year 4, Year 5 & Year 6

The teacher will model and demonstrate how to proofread and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children.

The teacher identifies a piece of work that they would like the children to proofread and edit before marking. Feedback, either written in books (Green Pen) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in Purple Pen.

Purple Slips are used to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.

Children will use "Purple Power Slips" to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects.

Example of Whole Class Feedback – Flip Chart/Power Point slide:
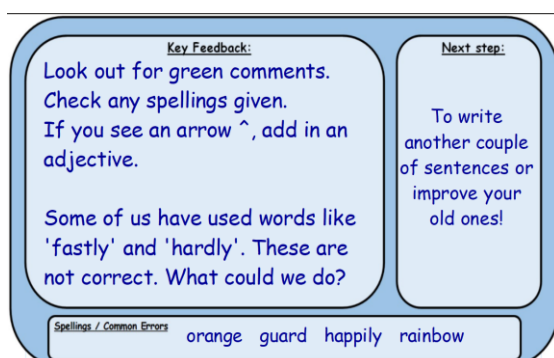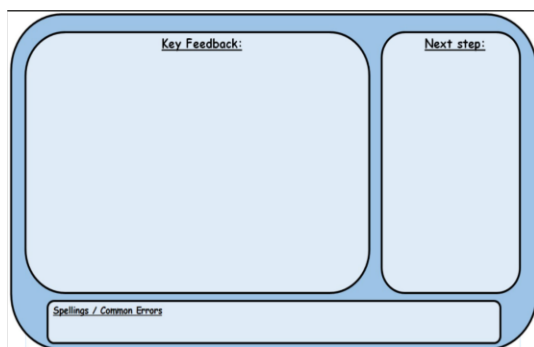
Behaviour

'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

The children will…
Know the school rules: **Be Ready, Be Respectful, Be Safe**
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.
When faced with conflict use their words to find a resolution and seek support from an adult.

Teachers & Teaching Assistants will…	
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 daily PSHE sessions (to include a circle time, class council meeting, PSHE curriculum & Oracy games) – these enable children to 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.	
Class based reward systems are not required however if a reward is justified it should be reaffirming the learning or behaviour being celebrated – e.g. letter home to parents, certificate, etc. Any other reward (e.g. stickers, sweets, toys/prizes) should be discussed and agreed with the Head or Deputy before hand. **Behaviour displays** – positive affirmation displays, movers & blockers, manners, etc. can highlight desired behaviours/current focus/expectations. Displays that potentially "name & shame" e.g. Sun/Cloud/ Rain, Happy face/Middle/Sad Face **do not support** our positive behaviour approach **and will be a trigger** for children with attachment, ADHD or ASD needs.	

Behaviour of children with Special Educational Needs 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!" Remember – "**What you ignore, you permit. What you permit, you condone**".	
<u>**Consistency**</u> Provide a **graduated response** for consequences to poor choices/negative behaviour: 1. "The Look", 2. 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, 3. Personal reminder to the child – saying their name and repeating the instruction or expected behaviour, 4. Tactical ignoring – stating to the child "I am ignoring you because you are… When you are… then I will…" 5. Reinforce the rule – e.g. child running inside "Stop. How do we move inside? Yes, we walk. Show me. Well done". 6. Time in - 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. 7. 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). 8. Time out – out of class – Yr1/Yr2 will go to EYFS, Yr3 & Yr4 will go to Yr5 & Yr5 will go to Yr6. 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 onto My Concern.** 9. 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 My Concern..** 10. 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 My Concern.** 11. Request that Trust Badge is removed. Depending on behaviour this can happen at any stage. 12. Internal/External Suspension – School follows the CYPES guidelines and policy.	
Trust Badges *See Appendix g) 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. Key Stage Leader phones parents to inform them of Trust Badge removal and set consequences (e.g. No Football training or matches for that week). **Removal of Trust badge is recorded on My Concern.**	
Anti-Bullying Respond to any concern or complaint about bullying from a child or parent, following the Anti-bullying policy, referring the concern to Key Stage Leaders who will support/report to HT. Be vigilant in noticing any changes in demeaner, 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. **Behaviour requires logging on My Concern.**

Resolution Framework - Staff
Every member of St Luke's school deserves to be treated with dignity and respect in our workplace. We have designed a simple framework (Appendix c) to help us have the conversations we need and resolve any issues in a timely and respectful manner. If something or someone is bothering you, don't let it eat away at you – use this framework to have that conversation.

Headteacher/Deputy Headteacher will…
Monitor behaviour in and around school as part of Quality Assurance/Learning Walks.
Monitor My Concern 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 behaviour that seriously puts themselves or others at risk of harm a child might be sent to the DHT or HT. 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 My Concern.** Follows the CYPES Internal/External Suspension guidelines and policy.
Trust Badges Meet with Key Stage 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/handed over.
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.
Resolution Framework Support staff in resolving conflict through peer mediation and on the rare occasions that they feel none of the steps have helped to resolve the issue and they have exhausted all the steps in our resolution framework (Appendix c), they can be guided to follow the standard HR policies and procedures.

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 the outcomes for all children in their class, including children with SEN – **All staff are SEN teachers!**
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.
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
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. ILPs are generated and reviewed using the web based Provision Map. 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 SIMs regularly (Termly date is added to the school calendar) 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.

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 Key Stage 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 Key Stage 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 online 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 (SIMS)

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).