



# Ashfield Junior School

Inspiring our children to dream big, be extraordinary  
and to change the world

## Teaching and Learning Policy

Date agreed: February 2023

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## 1.1 Rationale

The aims of this document are to improve the effectiveness of our teaching and to raise standards in pupil achievements.

## 1.2 Vision, Values and Aims

The aim of the school is to *'inspire children to dream big, be extraordinary and to change the world'*. This is at the centre of all the policies and practices of our school. Our four values of Respect, Kindness, Resilience and Cooperation underpin all the work that happens. The Teaching and Learning Policy seeks to outline what is expected from staff in the delivery of Ashfield Junior School's curriculum.

It is our aim that Ashfield will be a school:

- where learning is challenging and fun
- where high achievement is admired and we are proud to be the best that we can be
- that offers a broad and balanced curriculum which encompasses essential skills and fully equips children with the knowledge they need in the 21<sup>st</sup> Century

## 1.3 Linked Policies

This policy should be read in conjunction with the following policies, procedures and agreements: All subject policies, SEND Policy, Homework Policy, Marking and Feedback Policy, Display Policy, Behaviour Policy, Assessment Policy, Staff Handbook and Staff Code of Conduct.

## 2.1 Ashfield Curriculum Intent

Ashfield is a [Compass for Life](#) School. Our children set themselves their own North Star. We encourage our children to have high aspirations and to set their goals and targets. We then help them develop their ethos, warrior spirit and strategy to achieve them. This helps children recognise the relevance of what they are learning. We celebrate all our children's achievements so that they can be continually supported to meet their 'dreams, be extraordinary and to change the world'.

At Ashfield we have designed a curriculum to help our children develop active and creative minds so they can lead happy, healthy and fulfilling lives. We want our children to understand why and how they are learning; and we have planned the curriculum content to inspire them. We believe that an engaging, stimulating curriculum is fundamental to effective learning. The Ashfield curriculum gives children access to the full National Curriculum. We provide our children with a broad and balanced curriculum, which is carefully planned across year groups. The National Curriculum forms the guidance by which our curriculum for each subject is planned. Each subject has its own North Star and intent. Each subject has been planned with a clear overview of what is taught, progression of skills and knowledge, and vocabulary from Year 3 to Year 6.

## 2.2 High Quality Teaching

Our fundamental belief is that all children have the right to learn and that any barrier they face should be overcome for them to access the curriculum through high-quality teaching. It is the responsibility of the classroom practitioners to put in place the support and scaffolds to meet these needs in the classroom and not through removing children from the curriculum. Through effective planning,

scaffolding and support, all children work towards attaining the expected standard in their year group. Some children may require additional intervention to meet their needs. This may include children with a special educational need and/or disability or a pupil who speaks English as an Additional Language. Where this is the case, classroom practitioners are responsible for ensuring that the provision for the child meets their needs and is appropriately pitched and challenging.

At Ashfield, we recognise key teaching principles that make up high quality teaching including vocabulary, scaffolding, differentiation, revisiting learning, sequence of learning, curriculum links, mastery and the learning environment.

### Vocabulary

We believe that teaching vocabulary is essential for children to make progress in their learning. In all units of work vocabulary should be planned for and explicitly taught to children. Teachers should identify and explain subject specific vocabulary they plan to teach, and explicitly taught words should be highlighted. Specific technical or subject specific vocabulary should be modelled by classroom practitioners and children should be given the opportunity to use this vocabulary verbally and in their writing.

### Scaffolding

Lessons that are taught at Ashfield will require scaffolds for children to access the learning. These should be planned for and should support children to reach the expected standard in their year group. Teachers and teacher assistants will scaffold lessons and provide relevant resources to support pupils.

### Differentiation

In some cases where children are working below the Key Stage and are unable to access the KS2 or year group curriculum, teachers may differentiate learning to meet the needs of the children. Differentiation through activity should ensure that the activity has been pitched appropriately and the work is engaging and challenging.

### Revisiting Learning

At Ashfield, we believe that planning units of work is essential to continually revisit learning for children to remember more of what they have learnt. This emphasis on revisiting prior learning takes place primarily at the start of lessons where children can practise a recently learnt skill, recall vital knowledge, practise vocabulary or applying existing knowledge to a thought-provoking question. Children's books are a tool for them to remember more using teacher-led models and tasks which promote memory retention.

### Sequence of learning

Units of work should have a clear and logical sequence that will support long-term learning and progression of knowledge and skills. Units of work should be able to clearly show how knowledge and understanding is built over time, acknowledging that difficult and complex concepts will need to be frequently revisited as the unit progresses. Learning sequences should provide children with the opportunity for repeated practise and where possible to link new understanding to their existing knowledge.

## Curriculum Links

We believe that children's knowledge and skills will be enhanced where through a curriculum that is cohesive and linked together. Subject leaders have designed a curriculum overview that offers progression of skills and knowledge. Teachers must be aware of how the curriculum links together and plan to make links across the curriculum. The revisiting of prior learning is key to support children's long-term learning. Teachers should have a clear understanding and use children's prior knowledge to support teaching and learning in the classroom. Teachers will have high expectations and will strive for high standards of children's work. Teachers will adhere to Ashfield's 'Great Expectations' and 'Gold Standards' in children's presentation.

## Mastery

As children progress in their understanding, knowledge, and skills our aim is for them to reach a stage of mastery. Mastery is the ability to apply the child's learning to a variety of situations and use their understanding to solve problems.

## Learning Environment

Classroom should be calm and settled environments to learn in. Additionally, the school believes that displays are important to celebrate children's work and to support learning in the classroom. Guidance on how to set up a classroom and maintain displays is listed below (but also see the school's Display Policy)

- Classroom must remain tidy and free of clutter.
- Book corners must be engaging spaces where children can enjoy reading and access a variety of books.
- Walls should be free of clutter and only resources which aid learning should be visible.
- Displays can fall into one of two categories: Celebrating children's work by displaying clearly, work completed. Supporting learning using a working wall.
- Anything which distracts children from learning should be removed.
- Working wall displays should show current learning and aid children's understanding of the curriculum.

## **2.3 Effective Teaching and Learning**

Below is a range of practical strategies that practitioners can draw upon to encourage effective learning in the classroom.

<b>Effective Learning</b>	<b>Strategies for Encouraging Effective Learning</b>
Happens best in a positive classroom atmosphere where mistakes are not laughed at	<ul style="list-style-type: none"><li>-Physical organisation of the room to promote effective and stimulating working environment</li><li>- Rights and responsibilities discussed and agreed with the pupils</li><li>- Teachers model mistakes and learning from mistakes</li><li>- Making mistakes is seen as a positive part of the learning process</li><li>- Challenge is well matched so that all ability groups learn how to deal with lack of success</li></ul>
Happens when learning is fun	<ul style="list-style-type: none"><li>-Activities are chosen to bring learning to life and make it relevant</li><li>- Active learning, planned to cater for different learning styles</li><li>- variety in learning activities</li></ul>

	<ul style="list-style-type: none"> <li>- Lots of opportunity for children <b>to do</b> rather than listen</li> <li>- Good ratio of child/teacher talk and ample opportunity for children to be involved in learning</li> <li>- Visits and visitors</li> <li>- Topic day to engage and immerse children in learning</li> </ul>
Includes dialogue with the children to identify difficulties	<ul style="list-style-type: none"> <li>-Encourage children to talk about their learning and identify what they cannot do</li> <li>- Use of response/talking partners to clarify thinking and check understanding</li> <li>- Making opportunities for children to talk through their barriers with the teacher</li> </ul>
Includes fluidity in class groupings	-Raise aspirations and build a class ethos in which attainment has no ceilings
Develops a child's curiosity and desire to improve	<ul style="list-style-type: none"> <li>-Praise curiosity</li> <li>-Allow children time to improve their work</li> </ul>
Happens where good work ethics are positively encouraged	<ul style="list-style-type: none"> <li>-Praise good work ethic (verbally/rewards/achievements)</li> <li>-Develop a class ethos where hard work and high achievement is 'cool'</li> <li>- Well organised classrooms where children are well prepared with the correct equipment</li> <li>- Neat and accurate presentation where children take pride in their work</li> <li>- Follow the agreed class rules and model the school values</li> <li>- Pupils complete homework to enhance their learning</li> </ul>
When all children are appropriately challenged	<ul style="list-style-type: none"> <li>-Use of topic challenge</li> <li>- Find out what motivates and enthuses children</li> <li>- Targets set to challenge children of all abilities</li> <li>- Classes where there are no ceilings to what can be achieved</li> <li>- Children can reflect on what they have learnt in a lesson and measure their own progress</li> </ul>

## 2.14 Barriers to Learning

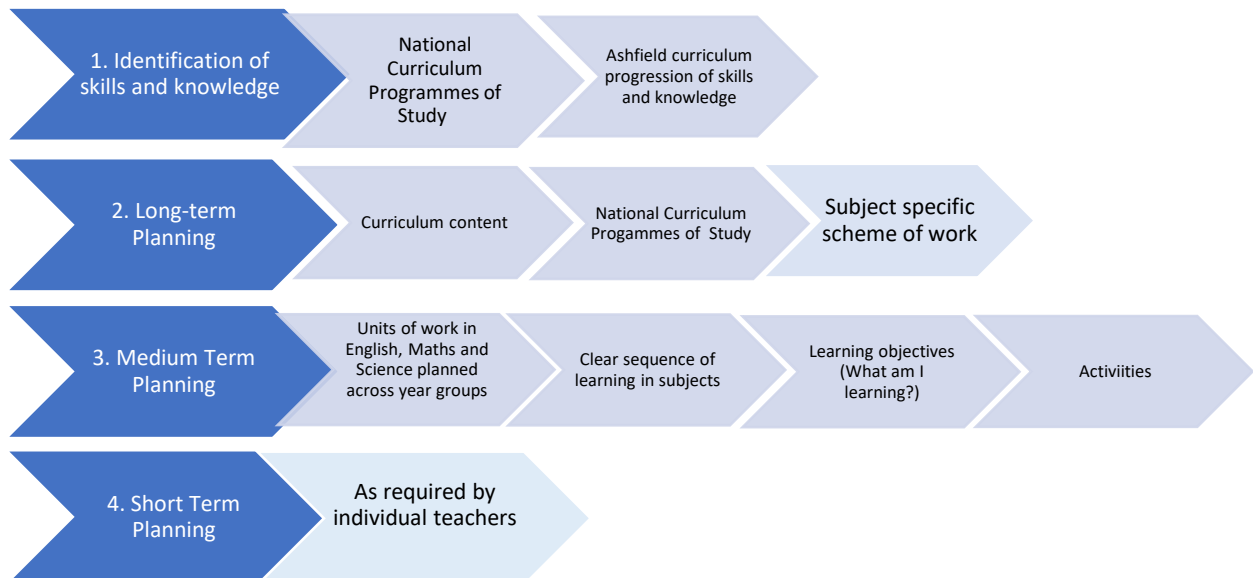
Below is a range of practical strategies that practitioners can use to reduce barriers to learning

Barrier to Learning	Strategies for Reducing Barriers to Learning
Fear of making mistakes	<ul style="list-style-type: none"> <li>-Develop a positive classroom ethos in which making mistakes is seen as an important part of the learning experience and encouraging risk taking</li> <li>- encourage children to think logically about their fears</li> <li>- Develop a good rapport and relationship with all pupils</li> <li>- Handle mistakes sensitively</li> <li>- Show the children that adults can make mistakes too (model a mistake and use it as a learning strategy)</li> <li>- Plan opportunities for children to experience failure in a non-threatening way so they can learn how to deal with it</li> <li>- Allow time where children can correct their own mistakes</li> <li>- Use success criteria to allow pupils to recognise where they go wrong and how to avoid it</li> </ul>
Lack of investigative skills	<ul style="list-style-type: none"> <li>-Develop children's skills through use of 'hats' in our daily work</li> <li>- Ensure that we plan opportunities for children to solve problems and develop their investigative skills across the curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>- Turn closed questions into open ones</li> <li>- Explicit teaching of and modelling of the skills of investigating</li> </ul>
Low confidence	<ul style="list-style-type: none"> <li>- Provide praise and encouragement</li> <li>- Rewards (house points/achievement assembly)</li> <li>- Support and scaffold children's learning</li> <li>- SEN children have achievable targets and to celebrate success</li> <li>- Check worry box and children know that they can talk to an adult about anxieties</li> <li>- RTime</li> <li>- Provide children with enough time</li> <li>- Provide over-learning opportunities so children can gain confidence in the knowledge that there are things they can do independently</li> </ul>
Language	<ul style="list-style-type: none"> <li>- Use of visual timetables</li> <li>- Range of teaching styles (VAK)</li> <li>- Scaffolding and supporting children's learning</li> <li>- Differentiation where appropriate</li> <li>- SEND support plan and SALT targets</li> <li>- Teach and model specific vocabulary</li> <li>- Use visuals (inprint) and words mats</li> <li>- Use sentence starters</li> <li>- Use dictionaries and word banks</li> <li>- dual language resources in and around the classroom</li> <li>- Teach language through games</li> <li>- Provide listening opportunities so that language can be acquired before speaking is required</li> <li>- Provide child with time to reply (10 seconds)</li> <li>- Ensure that the child feels part of the class</li> </ul>
Learning difficulties	<ul style="list-style-type: none"> <li>- SEN needs highlighted on the class provision maps for appropriate interventions matched to the needs to support learning and fill learning gaps</li> <li>- Support plans updated following advice from outside professionals</li> <li>- Good communication with TAs to support children with SEND</li> <li>- Involve parents in learning</li> </ul>
Challenging behaviours	<ul style="list-style-type: none"> <li>- Consistency in the following of the Behaviour Policy and ladders</li> <li>- Consistency with the use of rewards and sanctions</li> <li>- Awareness of children's preferred learning styles</li> <li>- Visual cues and reminders of expected behaviours</li> <li>- Positive praise and continued high expectations</li> <li>- Implementing social story work</li> <li>- Seating arrangements in class (next to good role models, spot to sit on)</li> <li>- Agreed strategies with SLT and/or SENCO</li> </ul>
Lack of basic skills	<ul style="list-style-type: none"> <li>- Use of reports from assessments to plan specific targets and work to bridge gaps</li> <li>- Track children's progress against targets</li> <li>- Opportunities to overlearn basic skills (early morning activity, pre-teach, adult support, independent task)</li> <li>- Encourage and communicate with parent to support at home</li> </ul>

## 2.5 Effective Planning

The Ashfield curriculum has been carefully designed and planned so that all children can learn and make progress across the curriculum. Teachers and subject leaders use the Programmes of Study in the National Curriculum to create an overview for each subject. We use a scheme of work to deliver some subjects which provides a clear overview and planning to support teaching and learning. Teachers will follow a long-term overview for subjects and for their year group. Teachers will use medium term plan to map out a sequence of learning for units of work and short-term planning as required by the individual teacher.



Planning is designed to support our teaching and will include:

- Clearly identified skills
- Engaging activities that are linked to the learning objective and designed to develop knowledge and skills
- Activities that cater a range of learning styles and practical learning opportunities that relate to our agreed subject policies and schemes of work
- Opportunities for drama, role play and other speaking and listening activities
- Focused teacher or teacher assistant groups including working with the lowest 20% of children
- Key questioning
- Subject specific vocabulary



## **2.6 Marking and Feedback**

Teachers will follow the agreed guidance in the Marking and Feedback Policy. Teachers will use a range of ways to provide feedback including verbal and written feedback, peer and self-assessment and all work should be acknowledged.

### **3.1 The Role of SLT**

- Sets the strategic vision for the school ensuring that teaching is of the highest standard
- Designs the curriculum that the children receive and ensures it is implemented
- Support subject and middle leaders' development and their ability to uphold standards in their subject
- Headteacher leads performance management of senior leaders and all teachers
- Deputy Headteacher leads performance management of HLTAs
- SENCO leads performance management of HLTAs
- Monitors the quality of education using lesson observations, scrutiny of data etc.
- Leads Pupil Progress meetings termly, to ascertain the progress children are making, and to support teachers where appropriate
- Provides high quality CPD either personally or by investing in training where appropriate

### **3.2 The Role of the SENCo**

- To lead the support of teaching and learning for children with SEND
- To ensure that the scaffolds and support are in place for children with SEND meets their needs
- To support the planning of lessons and creation of resources for children with SEND
- To attend Pupil Progress meetings focusing on the progress of vulnerable children and those with SEND
- To oversee the use of provision maps across the school and their implementation in the classroom ensuring they have an impact on learning
- To monitor the impact of wave 2 and 3 interventions ensuring that they have a clear rationale and impact on progress

### **3.3 The Role of Teachers**

- To use the Ashfield Curriculum overview to plan units of work
- To work collaboratively with colleagues to ensure that learning is discussed and planned for together
- To complete medium term plans for foundation subjects.
- To plan high quality guided reading sessions
- To use the agreed scheme of work and planning to deliver teaching and learning (e.g. HfL Essential Maths, HfL Essential Spelling, Jigsaw and Compass for Life in PD etc.)
- To ensure that provision maps are completed and are a working document relevant to classroom practice
- To scaffold children to reach expected standard or above in their year group
- To communicate with teaching assistants what impact on learning is required from them in each lesson
- To follow the Ashfield Great Expectations and implement Gold Standards

### **3.4 The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through school self-review processes. These include reviewing end of KS2 SATs results, reports from subject leaders and the Headteacher's reports to governors, as well as a review of the CPD sessions attended by staff

### **3.5 The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding a 'curriculum evening' at the start of the academic year to explain to parents the curriculum in each year group
- Sending information to parents at the start of each half-term in which we outline the topics that the children will be learning in school
- Sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Holding twice yearly parents' evenings
- Providing parents with an annual report
- Explaining to parents how they can support their children with homework
- Explaining to parents in the weekly newsletter what their children will be learning next week

### **4.1 Assessment**

#### Formative Assessment

At Ashfield, teachers use formative assessment and a range of assessment for learning strategies to ascertain children's progress, learning and next steps. Teachers may also use 'Verbal Conferencing' which provides immediate verbal feedback to support formative assessment. It is vital that formative assessment feeds into the planning process and teachers are to use the evidence gained within lessons to inform future learning. Formative assessment may include:

- Mini plenaries
- No hands up approach to questioning
- Effective pace, challenge and content in lessons
- Pupils' self-assessment
- Peer assessment
- Teachers observing pupil's learning
- Use of whiteboards
- Success criteria

## Summative Assessment

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and the prediction of a future cohort's attainment. The school uses three points in the year to gather summative data – at the end of the autumn term, spring term and summer term. Teachers will input data on SIMS and record as directed.

## Moderation

In order to ensure that there is uniformity across the school it is important for children's work to be moderated across the school year. Staff meetings are planned to include moderation to support teachers with their judgements. Moderation may occur internally as well as working with other local schools in Bushey or in Hertfordshire.

## Pupil Progress Meetings

After assessment data has been completed, Pupil Progress meetings are held with the class teacher, Headteacher and SENCO present. The purpose of these meetings is to discuss the progress that children are making, identify any trends and agree ways in which the children can be further supported. Provision maps are updated at the end of these meetings.

Please refer to the school's Assessment Policy for more detailed guidance.

## **5.1 Monitoring and Review**

Throughout the year teaching and learning is monitored through a range of activities. It is the responsibility of the Headteacher to ensure that there is a rigorous assessment of teaching and learning in place. SLT and subject leaders will contribute to the monitoring activities and will include:

- Learning walks
- Data analysis
- Local authority HIP visits
- Book scrutiny
- Pupil questionnaire
- Lesson observations

## Review

The Headteacher and the Governing body will review this policy every year. Staff will be consulted as to their views on the policy and it may be altered so that we can take into account new initiatives, and changes in the curriculum.

## 6.1 Appendix 1 – Ofsted – Quality of Education

### Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
  - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
  - in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.

- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

## Appendix 2 – Ashfield Great Expectations

### Great Expectations

Autumn Term 2022

**When children return to school on Monday 5<sup>th</sup> September, we will need to make a concerted and collective effort to get them into our Ashfield routines.**

**The following are a set of absolutes to ensure that we all have the same Great Expectations.**

#### **Soft start mornings from 8.30am: A quiet and calm start to the day.**

- Date and timetable must be written up on the board for the start of the day – visual timetable should be put alongside the timetable (laminated widget cards).
- All windows must be open for ventilation.
- Hand sanitising done quickly and quietly before going into class.
- Cloakroom – bags and coats put away neatly on labelled pegs/shelves/boxes after removing necessary items from their bags (i.e. pencil case, water bottle, homework wallet, packed lunch) in silence.
- Lunches – stored neatly in designated area.
- Instructions on the board for early work – clearly stating what they need to get on with and what equipment they will need on their table for the first lesson (this is a good time to listen to children read, help them to change books or to check-in with individual children while the rest work silently on their early work tasks).
- Register – Good Morning (Child's Name), Good Morning (Teacher's Name) – insist on polite greetings. Lunch register – insist on 'please' (choice of red, green, blue or packed lunch).

#### **Lessons: Purposeful and engaging atmosphere.**

- Tables are clear of clutter and only the necessary books and equipment are out.
- Clear system for handing out and for storing books and equipment – ensure all children know where everything is kept in the classroom and when it is their turn to be a monitor
- Maths and English caddies with all necessary books and equipment
- All organisation for a lesson should be done before the lesson starts (hence the instructions on the board during early work time)
- Insist on transition times between lessons and between tasks being quick, quiet and focused – not an opportunity to chat.
- If children need a movement break, it must be structured time (e.g. super-movers, brain gym, yoga, clapping games) and used to help children refocus when they are lagging... You may need to do these fairly regularly in those first couple of weeks.
- Insist on silence during a lesson – hand up if they would like to contribute during a discussion or if they have a question (no shouting out or showing off – use STEPs to deal with these behaviours).
- Paired/Group discussion – explicitly teach children how to take turns, how to watch the person talking, and how to listen and respond during a discussion. Have a strategy for ending those discussions and returning to lesson (hand up, bell, clap, a word, etc.) Remember children have been sitting in rows, so children will need to be trained in how to sit in groups again.
- Written work/Application of learning – completed in silence unless asked to work with a partner, in which case the discussion should be quiet and focused. Hand up if child needs support or guidance. Adults to support targeted children.

- Set clear, timed targets for children to complete work with routines for feedback, marking and handing in work. Make it clear what the consequences will be for not completing work in the set time (this is for children who are not completing work because of behaviour or attitude to learning).

**Expectations for quality of work: Neat and well organised work they are proud of.**

- Be a presentation pest!
- Name labels on children's books (templates in office)
- Written work
  - \*dates and titles written neatly and underlined in pencil  
Monday 6<sup>th</sup> March 2021  
To write a recount of events
- Gold Standards to be stuck in the inside cover of children's books. Explain to the children our expectations.
  - \*write on every other line in Writing books and when writing in paragraphs in foundation subjects
  - \*one number per square in maths books
  - \*children don't write on the non-existent line at the bottom of the page,
  - \*teach them that if the word is too big to fit on the line, they go onto the next line, not the adjacent page,
  - \*mistakes in pencil are to be properly erased and mistakes in pen are to be crossed out neatly with a ruled pencil line through the error,
  - \*NO doodling on book covers or on pages!
  - \*teach children how to skip a line and then rule a line to rule off after a piece of work,
  - \*preferably don't start each new lesson on a new page – so much paper wasted...
- Scruffy or careless work must be redone – try to catch this before the end of the session and get them restarted straight away.
- Corrections must be done neatly in green pen.

**Moving around the school: Quick, quiet and polite.**

- Establish a line order from Day 1 – call it their assembly order. The order should be dictated by behaviour and any special needs (need to be in front or back, etc.)
- Children move around the school in single file in their assembly order always! (Practise this)
- Line up and WALK in silence with adult leading and, if possible, another adult at the back – ensure there is a consequence to not behaving in line (e.g. walk with the adult, stay behind at playtime for a discussion, etc.).
- Teach children to give way (stop) at doorways for adults.

**Playtimes: Have fun in a safe and inclusive way.**

- Establish efficient routine for changing shoes and collecting coats for playtimes (staggered, silent, all children purposefully engaged so that you are not providing an opportunity for noise/chatting).
- Ensure children who have been asked to stay behind have not snuck out... important to follow up if their consequence is to stay behind.

- Children leave the classroom quietly with no running and always with an adult present.
- ALL ADULTS are to be listened to – no arguing, talking back or ignoring. Children must be clear that there will be a consequence to impolite interactions with adults.
- No physical play – that includes jumping on backs and pulling at clothing.
- Classroom diaries must be used by all adults to keep track of behaviour on playground.
- All children must be encouraged to join in games and to be active during playtimes. Help children to join games if they are wanting to isolate themselves.
- A whistle or bell will go at the end of play and ALL CHILDREN must immediately stop playing, stand still, turn to face the adults with the whistle/bell, and wait for instructions. This needs to be quick so children are not standing for too long.
- All class teachers must be on the playground when the bell goes.
- When adult calls children to line up, they line up in assembly order in silence.
- They remain silent all the way back to class where they sanitise, hang up coats and change shoes (instructions should be on the board ready for the children to get themselves organised for the lesson).

#### **P.E. and Visitors: Ensuring lessons are enjoyable for all children and adults.**

- All rules for moving around the school, playtimes and lessons, apply during P.E. lessons.
- Explain to the children that screaming is unnecessary and that they can have fun without being wild (practise this in **your** P.E. session).
- It's important to know how they have behaved in Paul Jones' lessons, so you need to have a check in with the coach after the lesson, and you need to pop in and see how they are getting on every now and again (that way you can deal with individual children who are not being polite or who may need reminders about appropriate communication...).

#### **End of Day: An organised and calm end to the day.**

- Establish routines for end of day tidy and pack up to go home.
- Classrooms should be left tidy and organised – every child should be responsible for putting school equipment back in the correct place, picking up and throwing away litter, pushing in chairs and straightening tables. The classroom must be clear for Sue and Georgina to be able to clean.
- Pack up in good time (parents will collect at 3.15pm) with all their belongings and lined up in their assembly order in silence.
- Children not to leave school before 3:15pm
- Check that children have tidied up their cloakroom area and that they have their homework wallets, water bottles and packed lunches in their bags before leaving the classroom.
- Walk quickly and quietly in single file to the playground and line up in silence while waiting.
- Expect ALL CHILDREN to say good bye before leaving.

#### **Manners: Helpful, friendly and polite children 😊**

- Always greet children and expect an answer (coach them if necessary).
- Encourage children to greet all adults, even if they don't know their names, when they walk past them outside of the classroom.
- Ensure EVERYONE is spoken to politely.



- Expect please and thank you from the children – if not given, challenge them.
- Pick up on children who are not showing good table/eating manners during snack and lunch times and deal with it without embarrassing them.
- Children must tidy up after themselves after eating – including picking up litter and food from the floor.
- Expect children to take responsibility for our school environment (they may not say “it’s not mine”).
- Encourage children to thank adults and children who have helped them in some way.

## Appendix 3 – Gold Standards

### Gold standard in maths

# My Gold Standard

- *All of my work will be neat and my numbers will be formed correctly.*
- *I will write the short date on the left hand side of my page.*
- *On the next line, I will write my title.*
- *I will underline my date and title using a pencil and ruler.*
- *I will write my numbers in squares.*
- *I will put one neat line through a mistake or rub it out.*
- *I will read my teacher's comments carefully and respond to them thoughtfully.*
- *All of my editing and corrections will be done neatly in green ink.*
- *I will show I have completed my work by skipping a line and ruling a pencil line.*
- *I will put every effort into keeping my book neat and well-organised.*



### Gold standard in writing

# My Gold Standard

- *All of my work will be written in a neat, cursive handwriting.*
- *I will write the long date against the margin.*
- *On the next line, I will write my title against the margin.*
- *I will underline my date and title using a pencil and ruler.*
- *I will write on every second line when writing in paragraphs.*
- *I will read my teacher's comments carefully and respond to them thoughtfully.*
- *All of my editing and corrections will be done neatly in green ink.*
- *I will correct my spelling by writing the word out three times using Look, Say, Cover, Write, Check.*
- *I will use Writers' Tools to help me with my writing.*
- *I will show I have completed my work by skipping a line and ruling a pencil line.*
- *I will put one pencil ruled line through a mistake or rub it out.*
- *I will put every effort into keeping my book neat and well-organised.*