



Growing minds
Shaping futures

Newtown C of E Primary School

Our Expectations



Teaching and Learning

- All pupils can achieve highly regardless of background
- Good teaching is the non-negotiable, anything less is not good enough
- Accept nothing less than good behaviour from all pupils using the positive reinforcement from our learning behaviours.
- The curriculum must meet the needs of all pupils
- Classroom routines and ground rules are made clear to all pupils and adults working in the classroom
- A class charter must be created
- Groupings are explicit and referred to in planning including adult deployment
- Decisions about the size and formation of teaching groups are based upon the subject matter and/or the learning needs of the pupils concerned
- Focus groups are a regular feature in lessons – these are data driven
- Additional adults involved in teaching are well briefed
- Children are given clear instructions as to what is expected of them
- Pre-teaching is common practice when appropriate
- Pupils have opportunities to engage in collaborative work

Planning

- Planning to follow the agreed school format, saved on Teachers Pool/Planning 18/19 /Year Group/Term – clearly labelled by week and date and emailed to learning leaders / subject leaders
- Progression throughout the planning is clear
- It should be detailed so that ‘anyone’ can pick it up and teach it
- Planning adheres to the timetable
- Marking adheres to the Assessment and feedback Policy
- Use of the words ‘be able to’, ‘know’ or ‘understand’ are included on the planning
- Activities demonstrate a clear link to the Learning Objective. Success criteria is ‘steps to success’. The planning should include clear progression and a challenge which underpin each lesson
- There is reference to the range of needs in the class and how they are to be met
- Links between current teaching and previous lessons is evident
- A range of activities over both a day and a week should be included on the planning
- Clear links between long, medium and short term planning is clearly set out
- Planning for the role and use of supporting adults is clear with names of pupils identified
- The time required for activities is appropriate
- Mini-plenaries and main plenary provide timely intervention and development points
- Mini-plenaries provide timely focus on misconceptions and explanation using pupil voice
- All planning must be sent to your LSA by Friday

Practice of Teaching

- In each lesson there is a sense of moral purpose
 - Simple classroom routines and effective behaviour management underpins learning
 - The amount of work expected is set out at the beginning of a lesson and is upheld
 - Knowledge of pupils and their particular circumstances is apparent
 - Liking, respect and enjoyment of all pupils and adults is evident
 - Teachers know when to intervene
 - Teachers use pupils learning to reinforce particular points – pupil voice
 - Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits
 - Use a wide range of questions/questioning, encourage pupils to formulate and ask questions
 - Build in an expectation of success
 - Ensure that pupils understand how and why they learn and that ‘making mistakes’ is an integral part of the learning process
 - Allow pupil choice in working and recording
 - Encourage pupils to evaluate their own work
 - Allow pupils to play a part in identifying future learning needs
 - Demonstrate an enthusiastic approach to learning
 - The surroundings in which children learn can greatly influence their academic performance, well-being and attendance
 - The better the school looks, the more it inspires the people inside it
 - Staff need to have an outstanding environment which is adaptable to their day-to-day professional needs
 - There should be positive relationships within the whole school community
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Lessons

- Working Walls reflect children's learning, as well as giving vocabulary, prompts, models and images, Success Criteria, WAGOLL and kept up to date
- Success Criteria / Learning Outcomes should be narrow and explicit, displayed and shared during the course of each lesson
- All lessons to include Assessment for Learning (AFL) and children grouped based on AFL. Feedback to pupils about ongoing and completed work and behaviour with consistency and clarity of expectation. Pupils' work is moved forward by marking
- Children to work with all adults in class each week
- Teachers should ensure that they take the opportunity to work with all the children over the course of a teaching sequence

English

Planning



- Reading and writing led with a quality text.
- Outcomes are planned – Audience, Purpose and Form.
- Reading tasks link to text driver and other supporting texts.
- Grammar tasks are taught through texts. However some aspects of grammar may need to be taught discretely.
- Writing opportunities are planned through the learning journey with opportunities for writing at site of application and beyond site of application.
- Planning of spelling is supported by No Nonsense Spelling with a weekly focus.
- Spelling is planned using a weekly PowerPoint slide show.
- Handwriting is planned weekly using Teach Handwriting Scheme.

Reading

- Guided reading is taught 5 times a week.
- Tasks are differentiated according to need.
- A balance of Reading into writing and Reading for comprehension is taught.
- Children are benchmarked regularly and follow the school reading Scheme.
- Children reading at a reading age of 11years + read specially selected texts from the Book Bus.
- Children have a Reading Journal, which is monitored regularly.
- All children earn rewards (House Points/certificates) for reading.

Writing

- Quality texts are used to support the teaching of writing, through reading into writing tasks.
- Opportunities for the teaching of grammar are linked to texts.
- Children use Purple Polishing Pens to edit and improve their writing.
- Extended writing takes place at the end of each learning journey.
- Success Criteria (linked to aspects of learning taught and revised during the learning journey) are shared with the children before writing.
- As children progress through the school Success criteria are set by the children.
- Children and teachers mark writing based on success criteria.

Spelling

- Spelling is taught daily for 15 mins.
- Activities are interactive and “hands on”
- Two tasks a week are expected to be recorded in the back of English books.
- All English books include a spelling sheet at the back of books where children can “have a go” at unfamiliar spellings and can be checked by teachers.
- Teachers assess spelling and monitoring class/ group errors and include these in their teaching.
- Marking across all books reflects our high expectations for spelling.

Handwriting

- Handwriting is taught 4 times a week for 15 mins.
- Handwriting joins are modelled by teachers during lessons.
- Teachers use the Teach Handwriting Scheme and wherever possible use current spellings to model in handwriting.
- Marking across all books reflects the need for consistency and high expectations in handwriting

Maths

Planning

- All units are mapped out using the medium term planning format.
- All units begin with a rich problem and include a range of fluency, problem solving and reasoning.
- Detailed short term planning (including tasks and differentiation) is generated weekly.
- The CPA approach is planned for and used to support conceptual understanding.

Fluency

- Fluency is taught 5 times a week.
- Tasks are based upon the Hampshire Number Facts Documents.
- Quick recall of times tables is also practiced in these sessions.

Maths

- Maths is taught 5 times a week.
- A sequence of lessons includes a range of opportunities for fluency, problem solving and reasoning.
- Concrete, pictorial and abstract representations are used fluidly within a unit to support conceptual understanding.
- All calculation is in line with the school calculation policy.

Assessment

- The Hampshire Assessment Model is used to assess the children four times a year (November, February, May and July)
- *NFER tests are used to support these assessments. Children complete these in September and July.*
- Those children who are not working at age related expectations are assessed against the previous year's objectives.

Project

Planning

- All projects and themes mapped out on LTP year over view.
- Each subject planned as a sequence of lessons with objectives, teaching and task identified.

Recording – project books

- Title page (sticker) at the beginning of each new project.
- All recording to be done in project books. Use an LO sticker which includes: date, LO and SC.
- Stickers stating 'today we ...' when no written evidence goes into books as a record of evidence for each lesson taught.
- Across a 6(ish) week unit of project, there must be 2-3 pieces of individually produced written work / recording.

Assessment

- For each piece of work in project books, success criteria in stickers should be highlighted green or dotted pick if achieved / not achieved.
- Coverage should be tracked on foundation subject excel spreadsheet.

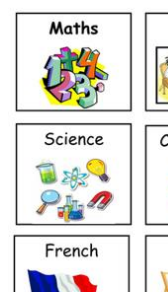
Resources

- A safe and organised learning environment
- Resources which pupils can and do use to support learning
- Well maintained and sufficient numbers of resources
- There are established routines for finding, using and returning resources
- Pupils are taught how to use resources properly, with regard to health and safety and respect for personal property
- Ensure that resources required for activities are identified in good time for an order form to be completed, authorised and ordered in advance of the requirement (forms available in the staff room)
- Purchases which are to be made using petty cash need to be authorised before the purchase is made (forms available in the staff room)
- Teacher varies presentation of resources knowing when they need to be laid out for pupils and when pupils need to choose time, resources and space



Transitions

- High expectations of behaviour throughout all transitions
- Children should silently walk to and from Collective Worship and PE
- Everyone should be on time to Collective Worship
- Break timings
 - Children out at exactly 10:30 am
 - Children sat down in class at 10:45 am
- Lunch timings
 - Out on playground at 12:00 noon
- Teachers (from each year) out in the corridor after Collective Worship
 - Cloakroom monitors – teachers monitor behaviour in the cloakrooms



All Staff

- Be aware of and follow the school's policies and procedures
- Follow any positive handling plans, IBMPs and risk assessments (refer to Behaviour Policy and Restrictive Intervention Policy)
- Model the required behaviour
- Promote key language
- Focus on positive behaviour – praise and reward
- Ensure appropriate attire is worn. No denim, jeans or jeggings. Open toed shoes can be worn, as long as they are predominantly closed and have a heel strap. No open flip flops or sandals with a single strip
- PE kit should be worn for PE lessons and changed into before the lesson
- Identify a weekly classroom behaviour target
- Ensure serious behaviour incidents are correctly documented
- All staff to be responsible for behaviour in the corridors and playground
- Follow through with consequences and be consistent
- Maintain a calm, non-judgemental approach with all children
- Any referrals to The Lodge to be concise



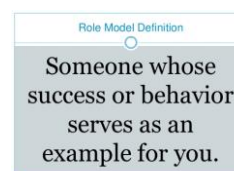
Corridors and Communal Areas

- Tidy and clutter free, rubbish put in bins
- Coats and other personal items hung up
- Lunchboxes stored on class trolley
- PPA Room and Staffroom keep tidy and follow the rota
- Staff to check pigeon holes at least once a day for message and communication and keep clear of personal items
- Adults check Lost Property boxes for named items of their children

Conduct

- Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. The school expects staff to treat each other, pupils, parents and the wider school community with dignity and respect at all times
- Dress code - the main considerations for our work must be centred on safety, practicality and comfort but we must portray a professional image to each other and to the school community. We have high expectations of the children's uniform and we also need to reflect this as a staff in what we wear

- Use appropriate language and bear in mind that what is considered offensive or not depends on the sensitivity of the listener
- Be aware of the nature of conversations with other staff members and ensure that confidential information is not disclosed to anyone who does not have the right to receive it
- Staff who are in contact with pupils can only use their mobile phones in school during their hours of employment in areas where pupils are not present. Outside of these times, mobile phones should only be used at the staff members' discretion
- Good levels of time keeping including returning to the classroom at the end of lunch to greet children, dismissing children at the end of the day on time and planning accordingly to attend meetings on time
- Meet professional expectations, respond to requests in a timely manner and implement directives from meetings and communications
- Absences should be reported by telephone to the school office as early as possible in order for arrangements to be made for cover (a text message is not acceptable). Telephone the school office to advise of your return to school following an absence no later than 3:30 pm the day before (forms available in the staff room)
- Complete the appropriate absence form before a scheduled absence or upon your return following an absence
- Communications for cover teachers need to be created and left in addition to planning
- It is a legal requirement to complete the register in the morning and afternoon. Even when an electronic register has been taken the paper copy needs to be returned to the office by 9:05 am and 1:10 pm. Classroom staff have a duty of care to ensure that all children have ordered a school lunch or have a packed lunch with them
- To maintain a professional environment, it is not acceptable to eat during meetings or during lesson time
- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school
- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not use social media e.g. Facebook with pupils and parents
- Staff must only use their school email account when communicating electronically for work purposes



Collective Worship

- Collective Worship happens every day
- Enter the hall to music
- Light a candle to the prayer
- Say "Peace be with you" "and also with you"
- There is a daily hymn
- Welcome to Collective Worship

- Clear about the learning taking place
- Time for reflection
- Allow time for children to respond
- There will be a prayer at the end of everyday

Before the lesson

SUBJECT KNOWLEDGE

- What do I need to know?
- What are the steps?
- How to break it down?
- What will misconceptions be?
- Clear and precise learning objective (within a sequence / progression of learning).

BE PREPARED—THINK IT ALL THROUGH BEFOREHAND

- Everything ready ...
- Resources
- Lesson structure
- Adults briefed
- What to model.
- Grouping, seating and organisation.

Respond to marking

- Before the beginning of new learning
- As part of the lesson

After the lesson

- Reflect
- ATL—marking
- How did it go?
- Was the learning achieved?

NO

SOME

YES

- re-teach? Groups / task / What now? Structure for tomorrow
- What's next? Was it challenging enough?
- Inform next lesson
- Planning
- Learning
- Task
- Intervention

Assessment for learning

LO / SC

Questioning

Targeted. Different question types

Something extra in case

Working wall

Stimulus

Supporting learning

Resources

Tasks

Peer and self assessment

Individual whiteboards

Feedback

Instant—verbal

After—marking

Exciting / inspiring

Link to text driver or project

Problem solving

Concrete resources (not just in maths)

To use during input and task

Secure

Is it interesting? Will they care?

Variation—application of skill

Use ATL to assess...

- Each child's understanding
- Who is ready to learn independently?
- Who needs additional support?
- Which task for each child?
- Who's sitting where? In which group?
- Where would the adults be most effective?
- Does the whole lesson need adapting?

Stop! Too easy? Go back? Need an unknown skill?

Gap? Stop and plug a gap? Need an unknown skill?

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Classroom management

Systems

Behaviour

Model it yourself

Environment

Seating and organisation

Clutter?

Learning resources

Everyone learning

NO PASSIVE CHILDREN

3 part lesson

Does everyone need the same input?

Cut away

Send when ready

Split input

Half working, half in input then swap

What are independent workers doing?

Do they have what they need? A model? An explanation?

Challenge: GDS

Half with LSA, half with T

Support

Separate group doing something independently (then with T after main input)

Series of mini-inputs.

Use of adults

Teacher

LSA

class

Change midway?

1:1

Supervising

With a group

Don't allow over-dependence

Not just talking!

Split input

Have ideas and outline ready. Use chn's ideas and suggestions

Individual whiteboards

Involve all chn. Is everyone doing something and learning?

No passive chn!

Assessment

Explanation

Input

Sharing meaning and purpose of LO

I do ...

... they do

Modeling ... Thinking

We do this

AVOID ...

Too much teacher talk

You do need to do some teach and deliver learning ... but you should be facilitating the learning and interaction ... not standing at the front talk, talk, talking

Too long on the carpet

No more than 15 minutes max

Adults sitting and just listening

Children sitting waiting / being passive.

Prayer at the end of the day				
Monday	Tuesday	Wednesday	Thursday	Friday
Collective Worship	KS1	KS2	Whole school	Celebration
Ethos	Class	Class	Singing	

