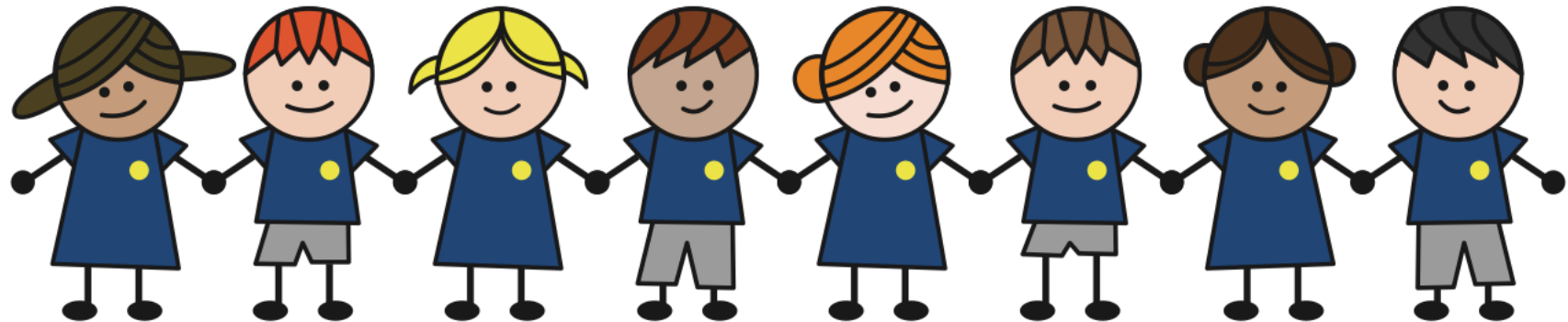


Pakeman Primary School

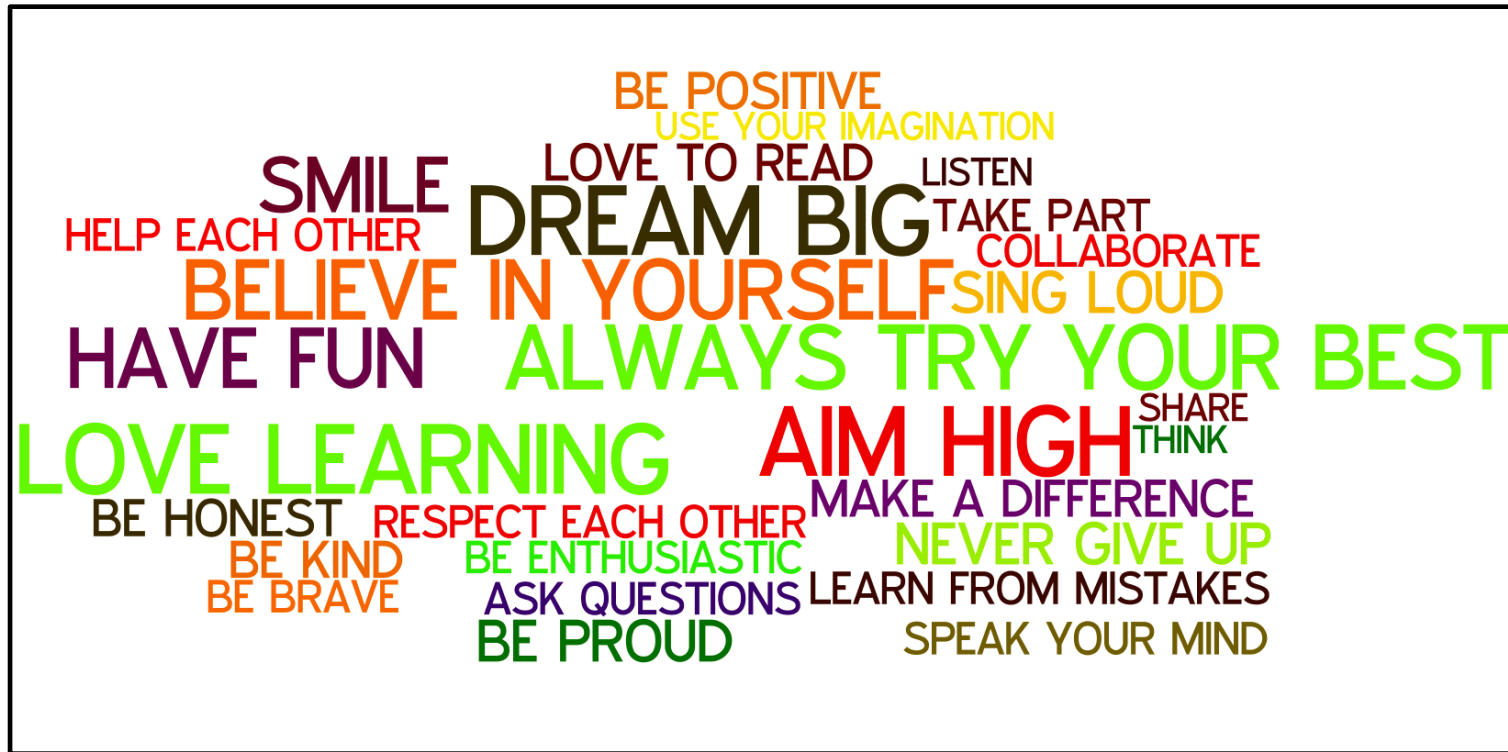
Practice and Expectations

September 2015



Our Pakeman Promise

We want to develop confident learners with “growth mindsets”, who learn well, with and from others, enjoy challenge and appreciate constructive criticism, understand the learning process, are resilient and recognise that success comes through effort, practice and perseverance.



- *“Tell me and I forget, teach me and I may remember, involve me and I learn.”— Benjamin Franklin*
- *“I have learned all kinds of things from my many mistakes. The one thing I never learn is to stop making them.”— Joe Abercrombie, Last Argument of Kings*
- *“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”— Dr. Seuss, I Can Read With My Eyes Shut!*
- *“If parents (teachers) want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”— Carol S. Dweck*

Pakeman Practice and Expectations Document

OUR PAKEMAN PROMISE

We support every child to develop growth mindsets and become lifelong learners so that they:

- Love learning
- Have fun
- Aim high
- Always try their best
- Dream big
- Believe in themselves
- Enjoy challenge
- Are proud
- Listen carefully
- Learn well with and from others
- Love to read
- Develop positive attitudes to learning
- Know that success comes from effort, practice and perseverance
- Never give up
- Recognise and appreciate excellent teaching
- Are motivated to learn and achieve high standards
- Take risks
- Feel confident to speak their mind
- Ask questions
- Make and learn from mistakes
- Are enthusiastic
- Are kind
- Show respect and help each other
- Are resilient
- Make a difference
- Display creativity and imagination
- Smile, laugh and sing loudly
- Give and receive feedback effectively
- Discuss their learning with their parents
- Behave well
- Achieve the best they can

ETHOS

- We are an optimistic school, with high expectations and ambitions for our children
- We are relentless in our drive for continual improvement and excellence
- We create learning opportunities that are challenging, stimulating and rewarding
- We support children to develop growth mindsets and become effective learners
- We build confidence and self esteem
- We love to learn and never stop learning
- We are inclusive, provide genuine equality of opportunity for all and treat everybody with respect
- We recognise and celebrate success and happy memories are created
- We encourage independence and self-discipline in the pupils
- We involve parents as partners in children's learning
- We always act as positive role models for children and adults in school
- We are always on time and always meet our deadlines

OUTSTANDING BEHAVIOUR

- Be positive. Be positive. Be positive.
- We use a consistent approach to managing behaviour – “It’s Good to Be Green” – and children follow the rules
- High expectations are set by all
- Praise outweighs sanctions and we look to **actively** catch children behaving well
- Class rules are created and shared at the beginning of the year and regular reminders are provided
- Restorative Justice is used to resolve issues between children
- Each day is a new day and children start on green
- Children behaving exceptionally well are awarded silver and gold cards – “It’s Good to be Gold”
- Consistent sanctions are followed by all:
 - Praise for children displaying positive behaviour
 - Reminder of rules
 - A firm warning
 - An amber warning card
 - A red consequence card
 - Time out in class
 - Sent to buddy class
 - Missed play
 - Sent to the SLT
 - In extreme breaches of golden rules children will be sent straight to the SLT
 - Parents notified
- Children are NOT sent to sit outside their classroom
- Behaviour and attitudes to learning are carefully and regularly monitored

DAILY ROUTINES

- **Staff are punctual at all times**
- **Briefing starts at 8.45am promptly - All teaching staff MUST attend every day**
- **Teaching staff MUST be in the playground from 8.55am to meet parents and children**
- **Children are supervised when going to and from the playground and assemblies**
- **Children are expected to walk up and down the stairs quietly**
- **On wet days parents bring KS1 children and Pink class up to the middle hall**
- **Children are encouraged to go the toilet at break times to avoid missing key learning time**
- **Classes arrive at assembly quietly, on time and ready to listen – Any class that is late will be sent away**
- **The SLT man strategic points around the school at the beginning and end of the day**

PLANNING & PREPARATION

- Planning is completed weekly in teams alongside the Team Leaders
- School formats are used and planning is handed in weekly
- AFL is planned for
- Planning folders, including all planning, are kept in classrooms
In addition, planning:
 - Is clearly linked to *National Curriculum objectives*
 - Builds on previous learning and addresses misconceptions/ gaps in learning
 - Clearly identifies learning objectives and success criteria
 - Is differentiated to show how pupils of all abilities are to be catered for
 - Shows continuity from the previous lesson and progression to the next
 - Shows how Teaching Assistants are to be deployed
 - Shows how resources, including ICT, are to be used to enhance learning
 - Includes a list of key vocabulary to be used
 - Shows how the lesson is to be structured and includes timings
 - Clearly demarcates the significant parts of the lesson i.e. starter, main body, plenary session

DEPLOYMENT OF TEACHING ASSISTANTS

- Actively involved in the lesson
- Directly support pupils' learning on the carpet and during independent activities
- Are involved in planning and preparation
- Have a good knowledge of the needs of individual pupils
- Support different focus groups at different times (e.g. SEN, G&T)
- Are responsive to the needs of pupils and adapt the learning accordingly
- Encourage children to think for themselves
- Encourage independence not dependency
- Lead interventions daily, record their work and feed back to the teacher

HIGH EXPECTATIONS OF PUPILS

- Ensuring excellent conduct and behaviour
- Ensuring pupils achieve their personal best
- Ensuring engagement in learning
- Ensuring excellent progress towards achieving their targets

USE OF ASSESSMENT FOR LEARNING

Learning intentions and success criteria are shared so that learning is set in context and children know what they are learning

Oral feedback is provided and is:

- Specific and personal to the child
- Supportive, challenging and confidence building and helps children to move on

Effective questioning is used

- Questions are framed carefully
- Closed questions are used appropriately, e.g. for recall
- Open questions are used to extend learning, aid reflection and encourage more thoughtful answers e.g. explaining, reasoning

Talk partners are used to encourage participation from all and deepen thinking

Misconceptions and errors are used as a springboard for improved understanding

Staff actively listen to children and all responses are acknowledged and valued

Children are provided with time to frame their own questions within lessons

Self and peer assessment are used to:

- Create independent learners
- Increase pupils' self-esteem
- Develop pupils' ability to recognise quality
- Improve pupils' understanding
- Strengthen pupil voice in the classroom and
- Provide valuable feedback in language that pupils understand

A range of models and frameworks are used for this, such as two stars and a wish, traffic lights, thumbs up thumbs down, smiley faces and numerical scales

THE TEACHER'S DELIVERY

- Shows a good grasp of the subject
- Demonstrates awareness of the pupils' different learning styles
- Is conducted at a brisk and lively pace
- Is confident, with good projection
- Is interactive, with the pupils being actively involved
- Has a balance of teacher initiated and pupil-initiated activities
- Uses a good variety of questions
- Avoids unnecessary teacher talk
- Is sensitive to the needs of the children

USE OF RESOURCES

- Prepared in advance and are readily available and accessible to the pupils
- Appropriate for the learning objectives of the lesson
- Are used correctly
- Aid pupils' different learning styles
- Include the use of ICT where appropriate
- Book stands are used to remind children of objectives, and success criteria, and to scaffold learning

DELIVERY OF THE CURRICULUM

- Is correctly balanced (e.g. proportion of time spent on maths compared, for example, to history)
- Has complete coverage of all statutory and non-statutory subjects
- Is carefully timetabled
- Is pitched correctly for children
- Is cross-curricular or single subject where appropriate
- Is accessible to all through differentiation and the provision of the necessary resources
- Makes effective use of entry and exit points to add excitement and stimulate learning

MARKING

- Feedback is given immediately – where possible within the lesson
- Is done in green pen with blue and green highlighting
- Matches the learning objective and success criteria
- TAs provide immediate feedback and first mark work for children in their group
- Marking is kept up to date (daily and by the next day at the latest)
- Each child gets explicit marking (at least one maths, one literacy and one topic per week)
- Marking includes next steps for children so they know how to improve
- Children routinely have time to respond to next steps in blue pen and reflect on their learning
- Marking symbols are shared with children and used effectively
- Children act on written feedback and apply it to improve their work

DISPLAYS

- Displays are child-centred, up to date, interactive, attractive, eye catching and match current learning (changed each term)
- Work is double mounted, using high-quality paper cut accurately on a guillotine
- Wherever possible, written work is placed at a suitable height for children to read and all written work is of final draft quality
- All displays carry labels, captions and information to explain and enhance children's work, objects and images
- All children's work is named (avoiding where possible obscuring or marking the work itself)
- Photographs are used to show process as well as to celebrate the children at work
- There is a balance between displays that provide prompts or information and the children's own work
- There is a piece of work up from every child in the class somewhere in the classroom
- Some displays are interactive, including items for the children to investigate and questions to answer
- There is a balance of subjects in the displays around the classroom
- Where possible, children are involved in the display process, making decisions about colour, format and information to support their work
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists)
- Where possible, 3D objects should be on display as well as images and photographs
- Material is used to link artefacts and provide background texture and colour
- Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings.

WORKING WALLS

Working walls for literacy and numeracy are used to support children's learning and enable children to know what they are learning and how this learning process develops over a period of time.

In classrooms working walls are created to:

- support children's learning towards the curricular targets
- model the learning processes and learning steps
- visibly display outcomes, modelled examples and success criteria
- provide for children a visible exemplification of their curricular targets and how their learning towards this is developed
- support teachers to strike a balance between work in progress and a focus on the information that may be needed throughout the year

Linking working walls to curricular targets:

- The working wall approach exemplifies the teaching sequence for a particular unit of work/curricular target
- The teachers use it to regularly model and demonstrate key knowledge and skills in order to make explicit to children the underlying structures and elements of what is being taught
- It provides a structure to support the learning which is built up over time and can be used to model and apply the curricular target or key learning

CLASSROOM ENVIRONMENT

We provide a **safe, stimulating, tidy, organised environment** for learning:

- The school improvement plan and practice and expectations are clearly on display
- The book corner promotes reading and links to the current topic. Books are well organised into different sections according to author, genre or type
- Age appropriate dictionaries, thesauruses and atlases are available
- Seating is organized so all children can see the board clearly
- Resources are well organised, age appropriate, well labelled and easily accessible for children
- The "It's Good to be Green" chart and class rules are displayed
- The Assertive Mentoring files are easily accessible and up to date
- Alan Peat writing prompts are displayed
- A topic display reflects current cross curricular learning
- Key vocabulary for all areas of the curriculum, with visual aids, useful facts and information, is displayed
- The marking code is displayed
- The characteristics of good learners are displayed
- The current date is written up in cursive script
- EYFS and reception – outdoor provision reflects indoor provision
- The medical needs of children are clearly displayed
- A timetable for the day (sometimes pictorial) is on display so children know what to expect
- Everyone takes responsibility for ensuring communal areas are tidy and attractive and that things are put away properly
- Children are given responsibility for different jobs around the classroom and school
- Class rules are on display
- Homework, home reading and behaviour are tracked and monitored
- Children's groupings are clearly displayed in each classroom

ASSERTIVE MENTORING

- AM files are used to inform teaching, both whole class and small groups/individuals
- Folders are kept up to date each half term
- Children should be encouraged to use their AM folders to check their targets and progress
- Individual criteria checklists need to be transferred to the class checklist
- Everything is accurately dated (tests and criteria sheets)
- Documents are ordered according to guidance
- There is one plastic wallet per document
- All contextual information is complete
- Criteria checklists are complete – including marks, dates, scores and levels
- 1:1 mentoring meetings happen termly
- Copy of targets shared with parents (See AM guidance for more details)

INTERVENTIONS

- Children are identified by need
- All staff ensure that interventions happen consistently and as per the timetable
- Interventions are rescheduled if they do not take place on the set day
- Teaching assistants keep a record of interventions in the intervention folders
- Interventions are managed termly by class teachers and by the Inclusion Manager
- Assembly times are used for additional support e.g. daily reading

PUPIL PROGRESS MEETINGS

- These take place termly with the teacher, TA and intervention support staff
- In advance of the meeting teachers prepare a pupil progress tracking grid in reading, writing and maths, and complete a class analysis sheet
- Targeted children are discussed in detail
- All children's progress is discussed and monitored
- Next steps and interventions are put in place and their impact is discussed the following term

PERFORMANCE MANAGEMENT

- Performance management takes place twice a year for all staff
- Targets are linked to the school improvement plan and outcomes from monitoring
- Targets for teaching staff include at least one pupil target, one management target and one personal development target

MONITORING

Monitoring is used to ensure consistency and improve the quality of teaching and learning in order to ultimately raise levels of achievement across the school. This takes many forms:

- Weekly Raffle
- Scrutiny of documentation-planning, assessment and intervention folders
- Formal observations
- Random observations/Drop-ins
- Work scrutinies
- Learning walks
- Discussion with staff, children and parents
- Interviews
- Data collection and analysis
- Questionnaires

Some monitoring will be incidental (random) and other elements will be planned through a clear and systematic timetable of monitoring which will set expectations over the whole school year.

Outcomes of monitoring will be used as a starting point for further training/support on an individual, group or whole school level.

ASSESSMENT

- Assessment is continuous and ongoing
- Children who are new to the school are assessed by the Team Leader within two weeks of joining
- Clear targets are in place (4 points' progress in each year in KS2 and 6 points' progress in each year in KS1)
- All teachers have an assessment folder with up-to-date data, which includes targeted children
- Assessment week takes place half termly
- Data is discussed in pupil progress meetings with support staff in attendance
- Teachers work in teams to moderate assessment prior to it being handed in
- Teacher assessment folders include current data, current whole class criterion scales, pupil progress notes, intervention groups and any other useful information

TEAM LEADERS

Team leaders spend the majority of time (at least 60%) directly supporting improved teaching and learning through:

- Joint planning, team teaching, modelled lessons, and supporting the sharing of best practice
- Providing interventions for pupils (HA and LA pupils)
- Meeting parents of targeted children

Other time is used for:

- Analysing and moderating data
- Identifying pupils for additional support and effective deployment of support staff
- Identifying, organising and delivering CPD
- Making teams self sufficient in terms of cover (e.g. absence, training, meetings, opportunities to share best practice, NQT days etc.)

TRIPS

- Trips are considered an essential part of learning and provide significant opportunities to extend children's experiences
- They must relate to current learning
- They must be planned each term
- Trips must be well planned, booked well in advance and dates should be put in the school calendar
- Risk assessments and pre-visits need to be completed well before the trip date
- Parents should be encouraged to join the class to support their children and increase pupil to adult ratios
- The school mobile phone should be taken along
- Adults need to share mobile phone numbers so that they can make contact during the trip.
- All classes / groups MUST have an up-to-date register of the adults and the children they are taking out, and a copy of this must be left in the school office.

MATHS

15 minute mental maths sessions take place daily:

- Sessions cover a range of mental maths strategies across all areas and linked expectations in the national curriculum
- Sessions focus on new learning as well as revision. They encourage problem solving and quick thought processes
- Children are actively taught times tables
- Children complete a weekly mental maths test and the answers are discussed with children
- They are not a series of daily tests

In maths lessons:

- Children are given real and concrete experiences
- Jottings are encouraged, valued and used as teaching points to move learning onto the next level
- It is expected that children will know age appropriate times tables
- The calculation policy is used and modelled
- Resources are used effectively to support understanding: counters, Dienes blocks, place value cards, number lines
- Numicon is used where possible to support children's understanding

READING

- Daily reading at home is encouraged. Children who are not reading are followed up by the class teacher
- Parents are invited into classrooms to hear children read and share books
- Children have regular opportunities to read with buddies
- Staff use every opportunity to hear target children read, e.g. during assemblies and before school
- Guided reading takes place daily
- Children use their guided reading books to respond to texts
- Power of reading texts match cross-curricular topics being taught
- Cross-curricular reading is well planned for and taught
- The school library is used to lend books and to run activities which support the development of reading
- Some children will be targeted for voluntary reading support in order to make accelerated progress

WRITING

- Writing is set in real contexts
- There are daily opportunities for writing, and cross-curricular writing is well planned for and taught
- Teachers model the writing process
- They scaffold and set high expectations of children
- They plan and model word level, sentence level and text level work
- Children are supported in their writing through differentiated writing frames, word banks and punctuation models
- Visualisers are used to up-level work, provide feedback and model editing and re-drafting of work

SPELLING

- Children should know age-appropriate high frequency words
- Discrete spelling lessons happen weekly and focus on high-frequency words, spelling patterns and families, grammar and development of new vocabulary
- Homework should include weekly spellings

HANDWRITING

- Joined neat handwriting is modelled by all staff across the school
- Handwriting practice is completed daily and children are shown where to start letters and how to form letters
- Children are monitored and provided with instant feedback by staff during the lesson
- After developing the correct formation and joining techniques, handwriting support can include spelling patterns and families, grammar development and development of new vocabulary

HOME / SCHOOL LINKS

Home Learning

- **ALL children are expected to read at home daily**
- **Spellings and times tables** are sent home regularly
- Parents are **actively encouraged** to support their child's learning at home
- All staff **monitor the completion** of home reading and homework
- **Communication is by letter** if regular home learning is not completed
- If no improvement is seen, **parents are invited in for a meeting** with the class teacher and subsequently the SLT

Curriculum Information Sessions

- Each term we hold curriculum information sessions and provide curriculum flyers for parents. These are designed to:
- Raise parents' awareness of the value of their engagement/input
- Increase understanding of assessment data, the curriculum and age - appropriate expectations
- Provide parents with strategies and support materials for working with children at home

Targeted Parents' Meetings

- Each term we hold meetings to provide support for parents of underachieving children with regard to the objectives above