

Newington Green Primary School



Policy for Teaching and Learning

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It was written as a result of developments in our practice and is owned by the staff team. It is based on our current learning and understanding of recent research. Members of the staff team are expected to refer to it frequently and use it to help evaluate and change practice to ensure the best provision for our children.

The nature and quality of classroom practice is the single most important school factor in determining pupil's achievement, which lies directly within our control as professionals and as a school.

Context

Our children come from a rich variety of backgrounds. This is a key strength of our school. We also recognise that we serve a community with significant challenges and needs. Our staff share a moral commitment to improving the life chances of our children, and giving them an excellent education which will make a defining difference in their lives. In recognising the unique challenges of serving our community we will:

- **Explicitly teach language skills** in all lessons, explaining key vocabulary
- **Explicitly teach social skills** (including manners, giving compliments, managing emotions etc.)
- **Set high expectations and aspirations** (including working with University partners)
- **Aim to prepare our children for being active citizens** in the world through nurturing their talents.

Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the staff team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities and closing the gaps
- Set out our expectations of best practice

Our school values underpin all decisions made in our school and define the way we carry out our daily work:

Aiming high: There is no ceiling on what can be achieved

Doing our best: There are no excuses for not doing your best

Caring for each other: We are honest and care about each other

Definition of Learning

It can be described by the following equation:

Acquiring and practising skills + application of existing knowledge = new learning (New knowledge is created)

At Newington Green we aim for all teaching and learning to be outstanding.

We recognise the importance of agreeing indicators that enable us to reflect, evaluate and improve our own practice. We have developed our own Outstanding Criteria which are summarised as below, and during performance management we use OFSTED criteria to also help us evaluate our effectiveness as a school.

At Newington Green we consider outstanding to be:

When teaching is outstanding, following our own and Ofsted's guidance. As a whole school this means that all teaching must be a minimum of consistently good, leading to robust progress over time.

Our Curriculum

In September 2014, we introduced our new curriculum in line with the new National Curriculum requirements. Where we feel that the statutory curriculum doesn't wholly meet the needs of our children, the school has exercised its freedom to add some elements which are non-statutory. Previously, children at Newington Green have enjoyed learning through a rich, topic based approach, via the IPC (International Primary Curriculum). In our new curriculum, we have maintained this topic based approach, whilst embedding the following, overarching aims:

Aims of our Curriculum here at Newington Green

- To provide a rich curriculum which gives pupils social and cultural agency so that they are advantaged in the wider world.
- To promote mannerly and appropriate social conduct, so that pupils are advantaged in the wider world.
- To provide a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities.
- To provide systematic exposure and immersion in high quality English Literature, both from classic and modern authors.
- To celebrate the diversity of our community, and the communities within the UK. This will include deliberate exposure to positive role models from a range of protected groups (gender, sexual orientation, religion, disability, age).
- To promote the highest level of achievement for all pupils, across all subjects, through strong pathways for progression in knowledge and skills as pupils journey through the school.
- To promote meaningful learning experiences, which will be fun and memorable, and based on knowledge and skills needed to be successful in the wider world.
- To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).
- To provide every opportunity for pupils to excel through a wide range of subjects, so that we promote excellence for every

individual.

Specialist Teaching

We recognise that some areas of the curriculum require specialist subject knowledge and from September 2014, children will receive specialist teaching in computing, PE, Music and MFL (Spanish).

Subject Leadership

Members of our Curriculum Leadership Team support the school's Senior Leadership Team, with the responsibility for the quality of teaching and learning in their subject areas across the school. Members of the Curriculum Leadership Team are:

- Literacy Subject Leader
- Maths Subject Leader
- Science Subject Leader
- Computing Subject Leader
- PE Subject Leader
- History and Geography Subject Leader
- SMSC Subject Leader
- MFL Subject Leader
- Music Subject Leader
- Art and Design and Design and Technology Subject Leader

For more information on our curriculum, including detailed curriculum maps for each year group, visit <http://newingtongreen.co.uk/learning/our-curriculum/>

Progress

Teaching not only secures good progress, it facilitates exceptional progress.

What we are looking for:

Clarity

Pupils are clear about where they are in their learning.

Direction

Pupils are clear about what they have to do and try to move forward.

Models to aspire to

Pupils know with clarity from excellent examples what they are trying to emulate.

Assessment

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Assessment of Learning

We use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS
 - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1

- (% of pupils achieving the required screening check)
- End of KS1
 - (% of pupils achieving end of key stage expectations in reading, writing, maths and spelling, grammar and punctuation, (S.P.A.G.))
- End of KS2
 - (% of pupils achieving end of key stage expectations in reading, writing, maths and S.P.A.G)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The purpose of assessment of learning is to:

- Provide a summary judgement about what has been learned at a specific point in time

- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Hold individual staff to account for pupil progress
- Inform self-evaluation and guide inspection

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the revised National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Assessment strategies:

Termly	Effective practice would include
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Monitoring of books	Formal monitoring of books by subject leaders three times a year with written feedback in literacy, numeracy, science, history/geography and Art/Design and Technology. Senior leaders quality assuring the strengths and weaknesses identified by subject leaders During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task
Moderation across year groups and phases of learning	Provide time in the termly calendar to moderate within school and with other schools in the borough to ensure assessment is robust. Senior leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate
Formal testing	Use a range of commercially produced materials to undertake a snap shot view of pupil attainment on a termly basis. Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
Pupil progress meetings	Time provided for senior leaders, teachers and teaching assistants to review progress of learning To use data to inform teaching and learning Review the provision map for pupils
Parent Evenings	Termly meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data. To suggest ways parents can support pupils in their learning at home and set targets for improvement.
Yearly reports	Reports summarise the achievements for pupils during the year. Pupils write their own comments on their learning and what they need to focus on in the coming year Parents/carers respond to comments

Assessment for Learning (AFL)

Effective AFL takes place when the information gathered from observation, alongside AFL strategies and techniques is used to continually check pupils' understanding and actively reshape teaching and learning, with a striking impact on learning.

Agile teaching leads to high quality learning.

What we are looking for in	Suggestions to achieve this/practical	Links to Educational Research
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outstanding teaching and learning...	examples	
Clarifying, sharing and understanding learning intentions and success criteria		
<p>Learning Intentions</p> <p>Learning intentions are important, clear and pupil friendly.</p> <p>Learning intentions are SMART (specific, measurable, achievable, realistic and time-limited)</p> <p>They relate to the learning of knowledge or skills taking place and could apply to several contexts, rather than being focused on today's task.</p> <p>Learning intentions are revisited and referred to the throughout the lesson.</p> <p>They are written in language that pupils will understand.</p>	<p>Keep revisiting and referring to the learning intention throughout the lesson.</p> <p>Ensure that the learning intention is written in child-friendly language.</p> <p>Check that the learning intention focuses on what students will learn, not what they will do.</p> <p>Techniques for developing the use of learning intentions could include:</p> <ul style="list-style-type: none"> • Use mini-plenaries/pit stops periodically throughout the lesson to share pupil misconceptions or progress in learning with the whole class. • Be the teacher – pupils write or say what they think the learning objective for the lesson should be for the next time you teach the same lesson or for their next lesson. 	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria.</p>
<p>Success Criteria</p> <p>Pupils generate their own success criteria to maximise the impact on learning.</p> <p>Success criteria break down the learning into steps.</p> <p>Success criteria may be differentiated for individual children.</p>	<p>Share an exemplar or compare two pieces of finished work of differing quality and use this to help the pupils generate their own success criteria.</p> <p>Ask the children before starting work, "to achieve our learning intention, what do we need to remember to focus on?" Write down the success criteria in the children's words, giving them ownership of the learning.</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria.</p> <p>Clarke, S. (2003) <i>Enriching Feedback in the primary classroom</i> Abingdon: Hodder & Stoughton (Chapter 3 – Success Criteria)</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder</p>

<p>Success criteria emphasise knowing, learning, thinking or skills, rather than behaviour or end products.</p>	<p>Let the students attempt the task, then ask them to tell you what they did, step by step. The process can be written as list of success criteria.</p> <p>If the success criteria recur during the unit of work or the year, write them up as a 'toolkit' on A3 paper and display in the classroom on your learning wall.</p> <p>Use success criteria as a basis for self and peer assessment – students can tick or score against a checklist, writing comments if appropriate.</p>	<p>Education (Chapter 8 – How will we know what learning objectives mean? Chapter 9 – How will we know what excellence looks like?)</p>
<p>Knowing what excellence looks like</p>	<p>Provide children with opportunities to compare and contrast examples of differing quality in order to develop a concept of what excellence looks like.</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p>
<p>Eliciting evidence of learners' achievement</p>		
<p>High level questioning</p> <p>Questions are used to diagnose the learning taking place, challenge further thought and enable evaluation before moving on.</p>	<p>Use a range of open ended questioning techniques to allow for diagnosis of learning, promote discussion and encourage higher order thinking.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Questions with multiple possible answers • Questions with no right or wrong answer • Concept cartoons (where a range of answers lead to discussion) • Ranking questions (where children put answers in order) <p>Frame questions carefully to avoid</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 5 – Asking Worthwhile questions)</p> <p>Gershon, M (2013) What makes a good question? http://www.tes.co.uk/article.aspx?storycode=6316213</p> <p>Rowe, M.B. (1986) Wait Time: Slowing Down May Be A Way of Speeding Up! <i>Journal of Teacher Education</i> 1986; 37; 43</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 4 – Eliciting Evidence of Learners' Achievement)</p>

adding to or creating misconceptions.
 Extend questioning to encourage children to justify their thoughts (higher level questioning) with questions like:

- What do you mean by that?
- Could you explain that in more detail?
- Could you give me another example?
- What has led you to think that?
- How have you come to that conclusion?

Use varying questioning techniques e.g. hands down or lollipop sticks, in order to ensure participation from all pupils.

Build a classroom culture where learning from mistakes is valued and it is ok to be wrong.

Give pupils 'wait time' during questioning in order to allow them the opportunity to reflect and process the question (research shows that 2.7 seconds is ideal)

Wragg, E.C. and Brown, G., (1993) *Questioning in The Primary School*, London: Routledge

Providing feedback that moves learning forward

Marking and dialogue between adults and pupils are consistently of a very high quality.

Please refer to feedback and marking policy (appendix 1)

Butler, R. (1988) *Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and*

<p>Feedback is on-going throughout the session</p>	<p>Pit stops and mini plenaries can be used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go.</p> <p>Display a randomly selected piece of work from a child on the interactive whiteboard, model the strengths and work together to improve (e.g. 2 minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now do no.2 for 2 minutes. Then improve their own. E.g Think/pair and share.</p> <p>Ensure that there is a balance between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.</p>	<p>performance, British Journal of Educational Psychology, 58, 1-14.</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?)</p> <p>Hattie, J (2009) <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, Oxon: Routledge</p> <p>Petty, G. (2009) <i>Evidence Based Teaching: A Practical Approach, Second Edition</i> (Chapter 19 – Feedback methods: assessment for learning).</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3: Clarifying, Sharing and Understanding learning Intentions and Success Criteria and Chapter 5 – Providing feedback that moves the learning forward.</p> <p>The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/</p>
<p>Feedback is linked to the learning intention and makes reference to the success criteria.</p>	<p>Model good, less good and the children's examples to draw out how to move learning forward.</p>	
<p>Feedback is diagnostic</p>	<p>Check that children achieve the learning intention following specific feedback.</p>	
<p>Feedback makes a demonstrable difference within the lesson and between lessons.</p>	<p>Check that children act on the feedback within the lesson and through a sequence of lessons.</p>	
<p>Pupils respond to feedback</p>	<p>Provide opportunities for children to respond to feedback in the session.</p> <p>Avoid spending too much time showing and telling. Make time to</p>	

	observe once children are working then interjects with questioning, modelling evaluation and improvement. Act as an enabler not as a “know it all”.	
Feedback mechanisms use a range of good models for children to emulate.	Display children's learning on the interactive whiteboard within lessons. Ensure that children are acting on feedback and responding with own comments in line with the school feedback and marking policy. Check to see how marking contributes to improvements in learning.	
Children can evaluate their own and each other's learning effectively.	Give children the opportunity to generate success criteria and use them both when evaluating their own and each other's learning. (See section above on clarifying learning intentions and success criteria and section below on peer-assessment)	
Appropriate and personalised targets are set	<p>Set pupils personalised targets at an appropriate level to move them forwards to the next step in their learning.</p> <p>Refer to pupils targets regularly and tick off or date once met. Replace targets quickly when necessary to maximise progress.</p> <p>Build the use of targets into your everyday practice in the classroom, e.g. reminding children to check their targets prior to independent learning or working in guided groups. (Displaying targets on cards that flip</p>	

	out in the front of books can support this).	
Activating students as instructional resources for one another		
<p>Peer-Assessment</p> <p>Regular opportunities are provided for pupils to take control of their own learning through peer-assessment.</p>	<p>Examples of peer-assessment techniques could include:</p> <ul style="list-style-type: none"> • C3B4ME (pupils. seek help from at least 3 peers before asking the teacher) • Peer evaluation of homework • Homework Help Board • Two stars and a wish • End of topic questions • Pre-flight checklist • Reporter at random • Giving pupils self-assessment or feedback proformas to assess • Feedback on post-its 	<p>Petty, G. 2009) <i>Evidence Based Teaching: A Practical Approach, 2nd Edition</i>, Cheltenham: Nelson Thornes</p> <p>Sadler, D.R. (1989) <i>Formative assessment and the design of instructional systems</i>. Instructional science [0020-4277] vol:18 iss:2 pg:119</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)</p>
<p>Enabling Effective Dialogue</p> <p>Children construct new knowledge and understanding through regular collaboration with peers and effective classroom dialogue.</p> <p>Dialogue in the classroom follows a 'social construction' or 'basketball' model, rather than a 'ping pong' approach between teacher and pupil.</p> <p>Learners bounce ideas off one another, with the majority of talk coming from pupils.</p>	<p>Techniques for developing effective classroom dialogue could include:</p> <ul style="list-style-type: none"> • 'No hands up' to answer a question • Class poll – ask every pupil round the class what they think on a particular issue. • Hot seat questioning – Choose one pupil and ask them several questions in a row, or engage them in conversation. • Find the fib – write three statements on the whiteboard and ask pupils to discuss which one is the fib and why. • Pupil created problems – pupils work together in groups 	<p>Adey, P. (ed) (2008) <i>Let's Think Handbook: A guide to cognitive acceleration in the primary school</i>. (Chapter 3 – Social construction: encouraging productive talk).</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)</p> <p><u>Other information on collaborative learning</u></p> <p>Collaborative Learning Project http://www.collaborativelearning.org/</p> <p>DATT tools http://www.debonothinkingsystems.com/tools/D</p>

	<p>to write one good question for the class to answer.</p> <ul style="list-style-type: none"> • Post-it note continuums – pupils place a post-it along a continuum in response to a given statement or question, explaining their reasoning. • Phone-a-friend – If a child is unable to answer a question allow them to 'phone-a-friend' and repeat the question to another child in the class who may be able to help them. • Identifying group weaknesses – groups discuss what they still need to learn on a topic and share weaknesses with the class. • Best composite answer – Pupils in a small group build a composite answer by taking features of each of their individual answers. 	<p>ATT.htm</p> <p>Let's Think (cognitive Acceleration) www.letsthink.org.uk</p>
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Activating students as owners of their own learning

<p>Motivation of pupils</p> <p>Motivation is intrinsic and driven by pupil interest rather than extrinsic and driven by external reward.</p> <p>Growth mindset is taught, encouraged and fed throughout the day to day interactions in school life.</p>	<p>Seize upon opportunities to reinforce the growth mind set and belief that all the pupils can move forward from their starting point.</p> <p>Build a classroom culture where challenge is thrived upon and mistakes are valued as part of the learning process.</p> <p>Ensure that praise given to students is</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p> <p>Dweck, C. S. (2012). <i>Mindset: How You Can Fulfil Your Potential</i>. Constable & Robinson Limited.</p> <p>Dweck, C. S. (2006). <i>Mindset: The new psychology of success</i>. New York: Random House.</p>
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<p>Pupils understand that intelligence is not fixed and learn to see challenge as an opportunity rather than giving up.</p> <p>Pupils become mastery oriented, rather than helpless oriented learners.</p> <p>Learning experiences are creative, inspirational and fun. Teachers are not afraid to take risks and step out of their 'safe zone'.</p>	<p>focused on effort and the learning objective rather than the individual or their attainment.</p> <p>Model motivation and excitement in the learning the children are about to embark upon. An example of this is the entry point event used in humanities lessons to inspire and motivate the children.</p> <p>Why not have a model fire of London or a real evacuation and sleep over somewhere etc.</p> <p>How visual and hands on are the children's experiences going to be? Can they record in a variety of ways? Can they use a variety of resources to support their learning? Can they explore key questions or are they constrained to the closed nature of the activity? How interactive is it – do they interact with the teacher, each other, guests or is learning copying the model given?</p>	<p>Dweck, C. S. (1999). <i>Self-theories: Their role in motivation, personality and development</i>. Philadelphia: Psychology Press.</p> <p>Elliot, A. J., & Dweck, C. S. (Eds.). (2005). <i>Handbook of competence and motivation</i>. New York: Guilford.</p> <p>Heckhausen, J., & Dweck, C. S. (Eds.). (1998). <i>Motivation and self-regulation across the life span</i>. Cambridge: Cambridge University Press</p> <p>Niemiec, C.P., Ryan, R.M., & Deci, E.L. (2009). The path taken: Consequences of attaining intrinsic and extrinsic aspirations in post-college life. <i>Journal of Research in Personality, 43</i>, 291-306.</p> <p>Hustinx, P. et al (2009) Achievement motivation revisited: new longitudinal data to demonstrate its predictive power, <i>Educational Psychology: An International Journal of Experimental Educational Psychology, 29:5</i>, 561-582</p>
<p>Top Down Approach Support is provided to raise children up to high expectations (learning and activities are not adjusted down to limit their learning).</p>	<p>Plan from the top downwards, starting from the highest possible outcome, in order to embed high expectations and a culture of excellence in the classroom.</p>	<p>Eyre, D. (2011) <i>Room at The Top: Inclusive Education for High Performance</i>. London: Policy Exchange</p>
<p>Self-Regulation and Pupil Autonomy Independence and the ability to self-regulate learning are continuously promoted through day to day practice.</p>	<p>Provide regular opportunities for pupils to take control of their own learning through self-assessment. Examples of self-assessment techniques could include:</p>	<p>Boekaerts, M. and Corno, L. (2005). <i>Self regulation in the classroom: a perspective on assessment and intervention</i>. <i>Applied Psychology: An International Review, 54</i> (2), 199–231.</p>

<p>Pupils are not dependent on the teacher for feedback or support.</p>	<ul style="list-style-type: none"> • Traffic lights • Coloured cups • Learning Portfolios • Learning logs <p>Promote independence through classroom organisation, e.g. clearly label resources for children to access independently. Provide interactive displays with prompts for children to access independently.</p> <p>Teacher facilitates and enables so that the children do most of the learning, talking and doing and the teacher skilfully interjects from time to time, clarifies, models but does not take over. The children are doing the vast majority of the doing!</p> <p>Teacher talk is minimal (aim for 10% of the lesson)</p>	<p>Brookhart, S.M. (1997). <i>A theoretical framework for the role of classroom assessment in motivating student effort and achievement</i>. <i>Applied Measurement in Education</i>, 10 (2), 161-180.</p> <p>Earl, (2013) <i>Assessment as learning: Using classroom assessment to maximise learning</i>, London: Sage</p> <p>James, M. et al (2007). <i>Promoting learning how to learn through assessment for learning</i>. in M. James et al (Eds). <i>Improving Learning How to Learn: Classrooms, schools and networks</i>, London: Routledge.</p> <p>Petty, G. 2009) <i>Evidence Based Teaching: A Practical Approach, 2nd Edition</i>, Cheltenham: Nelson Thornes</p> <p>Sadler, D.R. (1989) <i>Formative assessment and the design of instructional systems</i>. <i>Instructional science</i> [0020-4277] vol:18 iss:2 pg:119</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 – Activating students as owners of their own learning.)</p> <p>Griffith, A. and Burns, M.(2012) <i>Outstanding Teaching: Engaging Learning</i>, Carmarthen: Crown House Publishing(p. 15 and p.156)</p>
<p>Shared ownership</p>	<p>Children help to evaluate the lessons</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation</i></p>

<p>Children are involved in the planning to help secure commitment and enable greater creativity</p>	<p>that take place so that the teacher knows what has helped them to learn and what have been barriers to address.</p>	<p><i>and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p>
<p>Children's contributions frame the learning</p>	<p>Teachers make time to share the skills and knowledge that will need to be developed and involve the children in discussions about how to achieve this and include their contributions in the medium term planning.</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and Understanding Learning Intentions and Success Criteria)</p>
	<p>Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p>
	<p>Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>,</p>
	<p>Children help to evaluate the lessons that take place so that the teacher knows what has helped them to learn and what have been barriers to address.</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and Understanding Learning Intentions and Success Criteria)</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press.</p>

		(Chapter 6 – Activating Students as learning resources for one another.)
	Teachers make time to share the skills and knowledge that will need to be developed and involve the children this and include their contributions in in discussions about how to achieve the medium term planning.	
	Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.	
	Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)	
	Take a child's idea from e.g. questioning and develop it together into something of excellence, whilst building intrinsic motivation – model the process and help the children to draw out the success criteria from it. Use children's work as a model - Use the IWB or blown up work to model the best and the not so best. Include children as part of the modelling (not just the teacher showing off what they can do.)	
Metacognition/Reflection (Thinking about learning)	Display sentence stems/metacognitive questioning	Adey, P. (ed) (2008) <i>Let's Think Handbook: A guide to cognitive acceleration in the primary</i>

Pupils are given regular opportunities to reflect upon their learning.

Metacognitive questioning is used regularly and at different points in the session.

The teacher models metacognition to the class.

prompts around the whiteboard.

Ask metacognitive questions regularly at different stages of the lesson.

Suggestions are:

- What was the main thing you have learnt in this lesson?
- Which part was easy? Why?
- Which part was difficult? Why?
- How did you find the solution?
- How did you decide what to do at an important point?
- Did you change your mind at any point? What changed your mind?
- Does this remind you of any other lessons? Could you use these strategies in any other lessons?
- Did anything surprise you?
- What questions do you still have that need to be answered?
- How well did you work with your partner/group? What could have improved this?
- If you did this lesson again, what would you do differently?

Give pupils a reflection sheet/learning log/triangle of learning to explain what they have learnt during the lesson.

Put up an A3 poster with 4 sections: What is going well? What can we improve? What are the questions?

school. (Chapter 4 – Metacognition: becoming conscious of thinking).

Hattie, J (2009) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Oxon: Routledge

Larkin, S (2000) *How Can We Discern Metacognition in Year One Children From Interactions Between Students and Teacher*, (Paper presented at ESRC Teaching and Learning Research Programme Conference)

Papaleontiou-Louca, E. (2003) *The Concept and Instruction of Metacognition*, *Teacher Development*, Volume 7, Number 1

William, D. (2011) *Embedded Formative Assessment*, Bloomington: Solution Tree Press. (Chapter 7 – Activating Students as Owners of Their Own Learning – p. 148)

The Sutton Trust Toolkit – available online at: <http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/>

What are the issues? Give pupils post-it notes to add their views to the sections.

Pupils write an exit ticket explaining one way that what they learned today could help them in the real world or in another subject.

Pupils write what they think the learning intention for the lesson should be for the next time you teach this lesson or the next lesson.

One pupil summarised what the whole class learned during the lesson.

Pupils work together in groups to write one good question for the class to answer on mini whiteboard.

Pupils write on a flipchart what was positive, negative or interesting about a lesson.

Pupils write on a post-it note or card something they understood about the lesson and something they still do not understand.

Pupils write questions about anything they want more information about or that they are unclear about.

Classroom Systems and Organisation

Use of resources

Resources, including new

Provide a range of resources that are accessible and appropriate for use in order to enable and enhance

See section above on self-regulation and autonomy.

<p>technology, make a marked contribution to the quality of learning.</p>	<p>learning.</p> <p>Ensure that resources are labelled visually and accessible for all the children as and when they need them, promoting self-regulation and autonomy (see above).</p> <p>Use ICT creatively. Liaise with subject leaders for new ideas around resources for specific subject areas.</p> <p>Ensure that resource organisation follows resource policy in school. Do children have choice in resources? Are a range of resources available? Are they high quality and give good messages about valuing learning?</p>	
<p>Children are trained in classroom routines relating to tidiness and orderliness.</p>	<p>Train children to access and replace resources.</p> <p>Take the children through the 'Green Expectations' and Behaviour Policy.</p> <p>Set up class monitors to tidy and care for the room and equipment</p> <p>Practise lining up and moving around the room and the school i.e. getting from the carpet to chairs in an orderly manner.</p> <p>Show children how you expect them to enter and leave assembly(see Assembly Policy).</p>	

	Teach children how you want them to stop and listen.	
<p>Adult support</p> <p>Precisely targeted support is provided by other adults.</p> <p>Support staff know what the next steps for the learning are for the children they are working with.</p> <p>They know who the target children for different subjects.</p> <p>They know how to support and enable learning rather than showing and telling.</p> <p>Teachers plan effectively for their other adults and take ownership of how the other adults are supporting the children both within lessons and in interventions.</p> <p>Other adults know how to avoid limiting the children's learning.</p>	<p>Share in the planning and feedback of learning with TA's and other adults.</p> <p>Email planning to support staff every week.</p> <p>Use your weekly teacher and TA planning time slot to discuss teaching, learning and the progress of pupils.</p> <p>Use feedback from support staff to influence the next steps both in class lessons and in interventions.</p> <p>Ensure that TAs fill out their evaluation of sessions regularly to inform the teacher of progress and concerns.</p> <p>Ensure that tasks delivered by TAs have an approach that enable learning to be deepened and not just limited (e.g. working on sequencing don't just sequence to 10 – be prepared to sequence beyond and in other ways).</p>	<p>Blatchford, P. Russell, A and Webster, R. (2012) <i>Reassessing the Impact of Teaching Assistants: How research challenges practice and policy</i>, Abingdon: Routledge</p> <p>Russell, A., Webster, R. and Blatchford, P. (2013) <i>Maximising the impact of teaching assistants: Guidance for school leaders and teachers</i>, Abingdon: Routledge</p>
<p>Grouping</p> <p>Classroom grouping is dynamic, flexible and based on children's individual and changing needs.</p>	<p>Avoid fixed ability grouping as research shows this has a negative effect.</p> <p>Assess and change groups regularly, depending on the learning needs of individual children and the task set.</p> <p>For some lessons, children may not be</p>	<p>Hallam, S. et al (2004) <i>Primary pupils' experiences of different types of grouping in school</i>, British Educational Research Journal, 30.4, 515-533</p> <p>Hattie, J (2009) <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, Oxon: Routledge</p> <p>Kutnick, P. et al (2002) <i>Pupil groupings in primary</i></p>

	<p>grouped at all.</p> <p>Groups may change within a lesson as learning is reshaped following effective assessment for learning.</p>	<p><i>school classrooms: Sites for learning and social pedagogy?</i> British Educational Research Journal, 2002, v. 28 n. 2, p. 187-206</p> <p>The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/</p>
<p>Subject Knowledge Excellent subject knowledge is applied consistently to challenge and inspire pupils.</p>	<p>Research the unit of work beforehand. Take time to know the knowledge and skills required. Be clear about the progression Use others and experts to support your own learning alongside and separately from the children. Be accurate and specific in your initial teaching and reinforce this in the lesson.</p>	
<p>Pit stops/Mini-plenaries and self-evaluation Pit stops, self and Peer evaluation within the lesson</p>	<p>Used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go. Display a child's learning on the interactive whiteboard – pick a child's piece of work randomly and model the strengths, then work together to improve (e.g. 2minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now do no.2 for 2 minutes. Then improve their own. E.g Think/pair and share. Ensure that there is a balance</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 – Activating students as owners of their own learning.)</p>

	between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.	
Physical environment	The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning. We expect all classrooms to adhere to the Learning Environment and Resource Policy.	
Expectations- Maintain high expectations of both yourself and all pupils at all times!	<p>Have high expectations of and insist upon the very best of all pupils in relation to:</p> <ul style="list-style-type: none"> • Behaviour- Speak to children in a calm firm manner, and be consistent with the behaviour policy. • School Uniform- It is expected that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher and encouraged to do so. • Quality and amount of work achieved- Make it clear to children how much they need to do in a certain amount of time. Insist that children complete work, by remaining in class or finishing in lunch detention • Speaking and Listening- there is an expectation that children will speak to adults in full sentences, using appropriate tone of voice to convey meaning • Layout and Presentation in Books. The aide memoir below will be stuck in all books. 	

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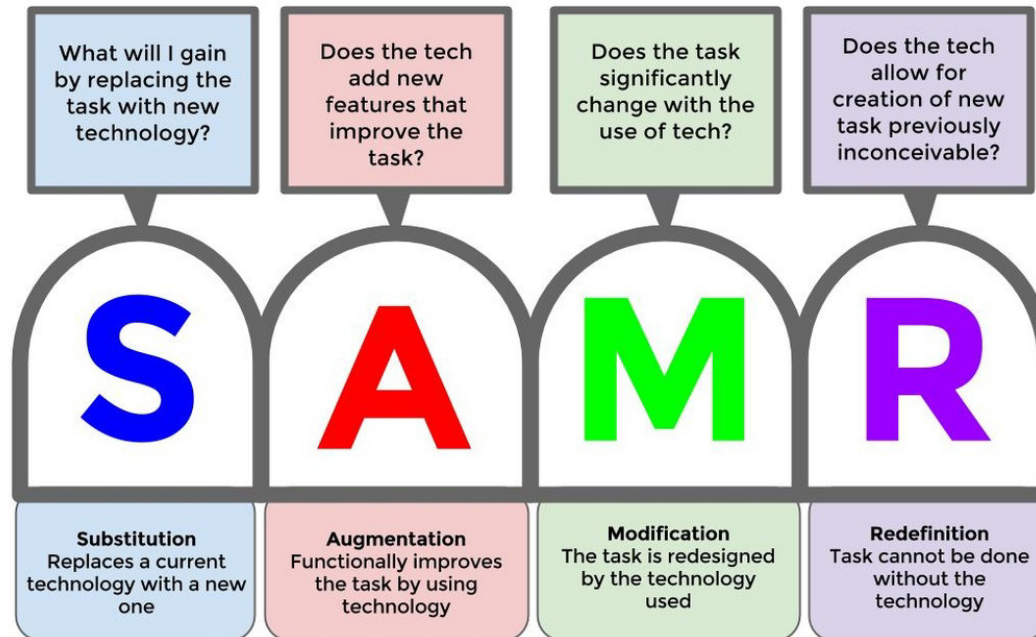
In our books we....

1. Always use a sharp pencil or pen with a clean nib.
2. Always have the date and learning objective at the top of our work or a LO grid.
3. Use rulers to underline and draw tables, label and draw charts.
4. Completed maths work in pencil.
5. Always use neat legible writing, following the handwriting policy.
6. Correct mistakes by using a ruler to put one line through it.
7. Do not use rubbers unless directed by a teacher.
8. Use a new page every day.
9. Do not make any marks or write on the covers of our exercise books.
10. Do not use felt tips in our exercise books.
11. Trim and stick in neatly any worksheets.

Digital Teaching and Learning

At Newington Green the use of technology to support teaching and learning is embedded within the curriculum. Technology is seen as a tool to be used to enhance and transform teaching and as a method for pupils to demonstrate their learning.

The SAMR Model



The SAMR model further embeds technology within the classroom, linking its use with the task. The ultimate aim is to redefine tasks into ones which could only be carried out by using technology. It is not the aim to simply replace writing with a pencil/pen with a task which utilises typing on a laptop for example.

At Newington green there is an expectation that technology will be used in the classroom at differing points of lessons such as:

- adult led input
- content creating by pupils
- assessment for learning
- differentiation by outcome

To support this we have a core group of applications/software which are expected to be used by all ages throughout the year. These are:

1. ActivInspire with the Interactive whiteboard (IWB) – There are a wide range of tools built in to this software which promote interactivity and support teaching and learning. These include hyperlinks to webpages/documents, embedding video, capturing the screen recorder
2. AirServer with class iPad – This piece of software enables a mirror image of the iPad to be shown on the IWB. It can be used with a number of applications to support and enhance teaching and learning including: with the camera app for use as a visualiser to instantly share excellent pupil writing or peer demonstration for example, with educreations (a whiteboard on the iPad) to up level writing or identify examples of success criteria being met.
3. Seesaw – this is a digital learning journal which can be used or accessed across a range of devices including classroom computer/iPad. Each class has their own login credentials for adults and a QR code for pupil access. Content in photo, video or text form is able to be shared and stored within the journal and this can be utilised to demonstrate mastery, for pupils to explain their reasoning behind art choices or with the 'activity library' as a method of assessment for learning.
4. LGfL and PurpleMash resources linked to USO accounts – everybody at Newington Green has a personalised Unified Sign On (USO) account which gives access to a wide range of free and subscription services. Examples of LGfL and PurpleMash resources have been mapped to the curriculum and can be access on laptops or iPads. A key application which is available in this way is J2e and this has multiple streams for English, Maths and Science. Home learning can utilise these resources as pupil USO details are shared with families.
5. Book Creator App – this app is located on the specific group iPads and is ideal to support pupils in creating digital content across the curriculum. The books/comics created can be shared as printed versions or as an eBook in video format. The app is suitable for use by all ages at Newington Green as it incorporates text (including speech to text), audio files, video, photographs and drawings. Possible uses include: creating phonics books, recording a science experiment from planning to results/conclusion, retelling a familiar story and creating social stories to support pupils with SEND

The use of technology to support teaching and learning is not restricted to these core applications. Other possibilities available currently include:

- Now>Press>Play
- Green Screening
- iMovie
- Stop Motion animation
- Kahoot!

Professional learning

As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning. We:

- Direct ourselves as learners
- Extend and enhance our professional skills

- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Membership of the phase team
- Coaching
- Action research
- Collective and collaborative project work/observations/planning
- Performance Management
- Staff meetings/INSET
- Off site courses
- Professional reading

Our Teacher Learning Community

At Newington Green our staff are learning too. We are committed to providing high quality, continued professional development to all of our staff members, in order for them to develop teaching and learning in new and innovative ways.

We have set up our own Teacher Learning Community (TLC) in partnership with Islington Council. The aim is to develop assessment for learning techniques in our school, with a focus on children's progress. The project is based on current educational research, including the work of Dylan Wiliam and John Hattie.

“The research evidence suggests that when formative assessment practices are integrated into the minute-to-minute and day-by-day classroom activities of teacher, substantial increases in student achievement – of the order of a 70 to 80 percent increase in the speed of learning-are possible...”

*From teachers to schools: scaling up professional development for formative assessment
Siobhan Leahy (Edmonton County School, Enfield, UK) &
Dylan Wiliam*

Every half term, the staff at Newington Green meet to study a piece of research, linked to an area of assessment for learning or whole school development. Each member of teaching staff creates an action plan for trialling a new idea, linked to the research. They then invite a colleague to observe them teach with this specific focus in mind. During the peer observations, teachers fill in a feedback form for their colleague, which they later meet to discuss in detail. This is an opportunity for staff to share good practice and enter into a professional dialogue.

The School Day

There is a daily briefing for all staff at 8.50am in the staff room. Please be prompt and attend this so that you are aware of any key issues relating to the day.

The school day begins at 8.55 when the bell rings (lessons start at 9.00), and finishes at 3.30. Lunch runs from 12.30 to 1.30.

Children are collected from the playground in the morning. Teachers must be on the playground by 8.55. Teachers bring children back to the playground at the end of the day where they are collected by their parents/carers.

Teachers must also walk children to and from the playground at the beginning and end of break and lunchtimes.

We have a PIP system in the school which signals times during the day. The pips are signals for staff, not pupils! Please train your children to wait for adult instruction before they move/pack away.

There is a constant loud sound for a fire alarm, the children must be evacuated from the school building following the protocols situated next to every internal door.

There is a different sound when the school is required to go into Lockdown. Staff and children should be aware that this is an emergency sound and children should recognise that they should remain silent and follow staff's instructions. We have not rehearsed the actual Lockdown procedure with the children, as this may frighten them unduly. However they should recognise the sound and follow adults' instructions. Please refer to the Lockdown policy for further information on what to do in these circumstances.

Time	Reason
8.48	Staff pip-get to business meeting
8.54	Staff pip- be on the playground for 8.55
8.55	Start of day
10.45	Playtime start- KS1 and KS2 on separate playgrounds
10.58	Staff pip- to collect from playground
11.00	End of playtime
12.30	End of morning session
1.28	Staff pip- to playground
1.30	End of lunch play
3.28	Staff pip- to be on time to playground
3.30	end of day

Break times are as follows:

Break time (Yrs 1-6) 10.45-11.00 am

Staff working hours:

Premises Manager: 7.30 to 3.30
Business Manager: 8.00 to 4.00
Admin Officer: 8.30 to 4.00
Data Officer: 10.00 to 2.00
Resources Officer: 8.30 to 4.30
Nursery Nurses 8.00 to 4.00
HLTAs: 8.30 to 4.30(Mondays until 5.00, Fridays until 4.00)
Teaching Assistants: 9.00 to 3.30
Midday Meals Staff 12.30-1.30
Learning Mentor: 8.30 to 4.30
Home School Worker: 8.30 to 2.00

Teachers:

Must be on site by 8.30 and cannot leave before 4.00 unless agreed by Helen/Abi.

Staff meetings

All teaching staff, and the HLTAs are expected to attend staff meetings which are held on a Monday evening from 3.45 to 5.00pm. This is directed time.

PPA cover

PPA is provided by specialists in PE and Computing. The children spend the morning or the afternoon with these staff and rotate halfway through the session. PPA times are rotated through the year to ensure parity between staff as the morning session is slightly longer.

Home PPA

Please adhere to the following guidance around home PPA:

You must get permission from your line manager to take PPA at home.

You must inform the office when you are in and out for PPA for fire purposes.

You will need to ensure that there is good communication between yourself and your TA around planning etc. (as if you have home PPA- you will miss your weekly scheduled catch up with them)

Home PPA does not apply to NQT time.

Please note that home PPA is not a right, and if you have a scheduled meeting, or are assessing children etc. during this time, you will be asked to ensure you are on the school premises.

Where there are concerns around performance, home PPA will not be taken, so support for lesson planning can be provided.

MFL/Music

Years 1-3 will have a 30 minute MFL(Spanish) lesson with Janet and a 30 minute music lesson with Harriet each week.

Years 4-6 will have an hour MFL(Spanish) lesson with Janet and an hour music lesson with Harriet on alternate weeks.

Class Teachers should be **in** these lessons with Janet and Harriet. This time is used for assessing pupils or conferencing in helping support judgments in assessment without levels. This is directed time for this purpose.

Please do not swap your PPA cover without asking Helen first, as this has a big impact on the whole school cover.

Staff Procedures

Absence / Punctuality:

We need you to come to work every day and do a good job.

We have a high level of staffing in school, and spend about 85% of the school's budget on it. We believe that this high level of spending is the best use of money to ensure rapid progress for the pupils.

We are privileged to work 195 days a year, when most of our family members work many more! Please do everything you can to rest and recuperate during holiday periods, so that you have the energy and drive necessary for such a demanding job!

Staff are required to phone in between 7.00 and 7.30 am to report any absence due to sickness and before 3.30 pm regarding the next day's sickness. See the Staff Sickness management policy for details.

All teaching staff are expected to be in school by 8.30 and are ordinarily expected not to leave before 4pm.

Support staff should be ready to start at their agreed time, 9.00am and not leave before 3.30pm. Staff are expected to be prompt at the beginning of the day; break times, lunch and home times.

Calling in absent

The following guidelines set out the protocols which must be followed when reporting staff absence:

- Each member of staff must phone in person to report a sickness or absence.
- Each member of staff must phone in between 7.00am and 7.30am.
- The first person to contact is the Executive Head teacher. Failing to get hold of the Head teacher contact the Head of School or Deputy Head.
- Abi 07815136480 If you fail to contact Mairead (until she leaves for maternity leave on 22/09/2017) on 07973 405885
- Helen (Head of School 2017/2018) on 07776 184600 or Jess DHT on 07903 951294. Please only use these numbers for this reason.
- **It is not acceptable to send a text message or messages via friends or other members of staff.**
- It is expected that you phone each morning to state whether or not you will be in.
- When reporting an illness you need to state what the illness is and how long you are likely to be off.
- You need to call the office by 3.00pm to let us know if you will in or not the next day.

PLEASE NOTE: The school may request that you get a Doctor's Note at any point during your absence. You will always be expected to provide a Doctor's Note if your sickness absence is directly before or after holidays.

For more details please see the Sickness Management Policy.

Identification in school

- All staff are required to wear ID badges on school lanyards.
- All staff are issued with a fob please note that if you lose the fob the second is given free but thereafter the charge is £15.00
- Visitors are signed in and given a visitor's sticker, and issued safeguarding information.
- **Any adults not wearing lanyards/stickers should be challenged by a member of staff, unless they are known parents attending courses or events.**

Learning environments

We place a big emphasis on the quality of the learning environments. We have invested a lot of time and money in improving them and expect everyone to keep them looking and feeling good. Our Resource Manager is responsible for the maintenance of communal areas, but teachers are responsible for the quality of the classroom environments.

It is all of our responsibility to clear up after ourselves, encourage respect, and model taking care of the building.

More details about learning environments can be found in our **Learning Environments Policy**

Absence/Special Leave

Special leave will be considered only if it falls within the remit of the Policy. It must be approved in advance by the Headteacher using a form which is available from the office. For more information see our Special Leave Policy. **Special leave must be booked 2 weeks in advance and every opportunity to mitigate absence during working hours must have been demonstrated. Special Leave has an operational impact on the school and its working and will only be granted in wholly exceptional circumstances.**

Messages:

- When sending a message to staff please send via email – so the pigeonholes(staff room) do not become over loaded.
- If you need a message sent to parents please advise the office of the message and this will be sent via Text messaging.

Children left after school

Any children who have not been collected at the end of the school day(3.40) should be brought to the office and their names given to the Admin Officer who will call their parents/carer.

We charge parents a late collection fee if they collect their children beyond 3.45. This is because late collection of children can hold up staff from preparing the next days lessons or attending meetings.

Passports and Reference requests

Staff should not agree to sign passports for parents or pupils. Staff should also not agree to provide references for parents or pupils without permission from the Headteacher.

Accidents

All accidents on the playground should be reported to the Senior Supervisor and noted in the accident book. A First Aider should check the child's welfare and record what they have done. In the case of head bumps a head bump letter is completed for the children to take home and the First Aider (who must see all children who have had a head bump) must call the parent to let them know or ask the office staff to do so. In severe cases where medical advice must be sought, a senior member of staff must be immediately notified, and parents informed. Accidents involving the building e.g. trip hazard must be reported to the Premise Manager.

Appointments with the HT/AH/DHTs/AHTs

We operate an open door policy for staff to come and talk to any members of SLT. A whiteboard is situated in the office which describes the activities of SLT on each day. This allows staff to gauge their availability. If you wish to get some time please check the board and liaise with Sue Cross.

EMAIL

On a big school site like this the use of email is important to keep things functioning smoothly. Ensure you log into your email as soon as you get to work in the morning. This will ensure you are aware of everything going on.

Home visits

Staff should not visit pupil homes, unless this is a planned visit with consent of the Headteacher. All home visits should be conducted in pairs.

Children's Birthdays

Parents are allowed if they wish to bring in a birthday cake for the children in the class to share at the end of the day. **Party bags etc, are not permitted.**

Uniform

Staff are expected to promote and follow up when children are not wearing school uniform. School uniform promotes a clear school identity. Uniform checks are carried out periodically and records are kept of children not in uniform. Repeated issues will be followed up by SLT through a meeting or discussion with parents.

Our Uniform consists of:

- A green school sweatshirt
- A green school polo shirt
- Black trousers or skirt (Black jogging bottoms, sports trousers, or jeans are not permitted)
- Plain black trainers or shoes
- Black or green socks or tights

- In the summer green checked dresses can be worn if desired (white socks with dresses please)
- Plain black or green headscarf(if you want your child to wear one)

SLT meetings with parents

When SLT meet parents a brief written record of the meeting will be sent to you by email. A copy will also be placed in the pupil's school file.

Policy on working with parents

At Newington Green our staff are committed to providing a high quality education to your child, and constantly improving their learning.

We aim to work harmoniously with parents/carers in the best interests of their children and to deal with any issues that may arise in a prompt and professional manner.

Parents have a right to expect the best for their children and they have a right to express their concerns but, at the same time, teachers and pupils must be allowed to work and learn in a safe and secure environment.

An initial response will be provided within forty eight working hours.

Parents are encouraged to liaise with the class teacher initially, outside teaching hours at a time mutually agreed. The next step would be to arrange a meeting with the relevant Phase Assistant Head which can be arranged by calling the school office.

No parent will approach a child other than their own about a concern. No parents will address their concerns directly with other parents. All issues must be raised direct with the school.

Raised voices, aggression, swearing, or threatening behaviour towards staff, pupils or other parents will result in immediate termination of the meeting/or in removal from the premises. In serious cases the police may be called.

In the event of raised voices, aggression, swearing or threatening behaviour, parents will warned in writing that a repeat of the behaviour will result in a ban from the school site.

In the event of a repeat of behaviour, the Headteacher will write to the parent imposing a ban from the school site. The ban will range in length depending on the seriousness of the behaviour. Parents will be informed in the banning letter of their right to appeal the ban through writing to the Chair of Governors.

Phase Assistant Head	Classes
Nicola Andrews – Lower Phase	Cherry, Apple, Beech, Sycamore Oak,

	Holly, Maple, and Pine
Cheska Tyler –Upper Phase	Palm, Silverbirch, Willow, Rowan, Elm, Mulberry, Cedar, and Ash

Professional behaviour and conduct:

At Newington Green we want to promote a warm friendly ethos to all stakeholders. We expect all staff members to promote this ethos in their daily work.

All employees are expected to treat other colleagues, pupils, parents and external contacts with dignity and reciprocal respect.

Staff are required to comply with the school's equality policies in respect of colleagues, pupils and parents. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation will not be tolerated in school. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour with colleagues, pupils and parents.

When you are out on school business, for example borough or external meetings it is essential to the schools reputation that you conduct yourself in an appropriate and professional way. Please be aware at all times that the school will be perceived through your conduct and engagement. Be an ambassador for us!

Raising concerns with colleagues

If you have a concern about the conduct of a colleague, please raise it directly with them in the first instance. It is important you do this to maintain relationships, as most colleagues would not have meant to conduct themselves in a way of concern, and would appreciate being able to resolve it in an informal way.

If the situation persists, or is of a serious nature, raise it with the colleague's line manager.

If you are not happy, raise it with the line managers, line manager. Where concerns persist, speak directly to Abi. If your concerns are about Abi, raise it directly with the Chair of Governors, whose contact details are on the staff room board.

Working agreement agreed in 2016

What will we do to make it feel like a great place to work and learn?

- Greetings at start of day
- Using names
- Being well mannered, friendly and polite
- Checking with people regularly-how you doing?
- Timely and clear communication
- Eating in the staff room when possible, so we can see each other
- Keeping classrooms clean and tidy
- Sharing achievements/difficulties

What will we do to support each other do our jobs well?

- Communicate effectively and in a timely fashion
- Sharing ideas (meetings, board in staff room)
- Sharing resources
- Ask for help
- Emotional awareness- aware on your impact on others
- Avoid jargon
- In challenging situations using informal support first
- Feedback constructive, and seeking to help improve

- Show empathy towards colleagues
- Share ideas with partner/teacher/colleagues
- Staying positive with each other
- Including all staff for example in invites/socials

- Sharing of information appropriately
- 'Checking in' with partner teacher
- Encouraging to leave early or supporting workload management
- Modelling behaviour you want from others

How will we keep everyone safe?

- Recognising when others are not themselves- offer support
- Effective communication
- Tidy environment
- Following policies and procedures e.g. health and safety, dress code, mobile policy, CP policy
- Knowing who to go to (first aiders, fire wardens)
- Reporting any hazards
- Stranger danger –challenge those without ID badges
- Making sure forms (sharing concerns) are in the correct place.
- Know where fire exits are and who fire wardens are

What will we do to show we are professional?

- Communicate well and clearly
- Positive manners and politeness
- Professional appearance
- Talk about issues with the person who can do something about it
- Protect privacy of families
- Reply to emails promptly etc
- Be punctual to work and meetings
- Be honest, and proactive in seeking help
- Address issues with correct person in good time

Personal presentation policy:

Staff at Newington Green are professionals, and want to be perceived by parents and visitors as such by presenting ourselves professionally.

This policy is intended to help individuals to make informed choices within acceptable parameters. It is not designed to be dictatorial but it is hoped that any discussion about what is appropriate will be based on an understanding of *the spirit of promoting a positive, professional ethos*. It is concurrent with promoting a professional and dignified role model to the pupils, families, professionals and colleagues with whom we work and give guidance to those new to the school.

Questions to ask may be 'Would I be perceived as a professional working with young people? Am I being a good role model for pupils?'

Generally clothes should be smart, casual smart clothes are permissible. Clothes should be suitable for day wear and not overly decorative. Skirts should be knee-length (or just above the knee), or worn over thick leggings. Jeans are acceptable provided they are smart and not ripped or ragged. Similarly, cut off jeans or trousers are not suitable but smart cropped trousers or tailored shorts to the knee are.

Revealing clothing is not permissible e.g. translucent leggings, low cut tops, tops with spaghetti straps or short skirts etc. Undergarments should not be visible. Staff should be aware of how clothing length alters with movement. Hats should not be worn indoors. In warmer weather looser, cooler clothing may well be desirable; however clothing should not be revealing and should promote a *positive and professional image*. All of the above is equally applicable to both male and female members of staff.

Footwear should be smart, safe, in good condition and suitable for the individual's daily activities. Please ensure footwear is robust for safety reasons. Staff should model changing into and out of wellington boots or sports shoes for outdoor or sporting activities and back into appropriate footwear afterwards.

Jewellery is up to the individual's discretion but should be safe and appropriate for the activity in which the member of staff is engaged. Tattoos should be non-offensive and non-inflammatory and facial piercings should be subtle and discreet. If deemed unsuitable, the Headteacher will ask for it to be removed. Members of staff should speak to the Headteacher prior to planning new or additional tattoos or piercings if they feel these will clash with the principles of this policy. Hair should be smart and presentable.

Where possible protective outer wear should be worn in messy activities to model their use to pupils (cooking, painting etc)

Use of communication devices:

It is required that staff use personal email accounts after school and at lunchtimes.

Mobile Phone Policy

Introduction and Aims

At Newington Green Primary School the welfare and well-being of our pupils is paramount. The aim of the Mobile Phone Policy is to allow users to benefit from modern communication technologies, whilst promoting safe and appropriate practice through establishing clear and robust acceptable user guidelines. This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools. It is recognised that it is the enhanced functions of many mobile phones that cause the most concern, offering distractions and disruption to the working day, and which are most susceptible to misuse – including the taking and distribution of indecent images, exploitation and bullying. However as it is difficult to detect specific usage, this policy refers to ALL mobile communication devices.

Scope

This policy applies to all individuals who have access to personal mobile phones on site. This includes staff, volunteers, committee members, children, young people, parents, carers, visitors and contractors. This list is not exhaustive.

This policy should also be read in relation to the following documentation:

- Safeguarding children policy
- Anti-bullying policy
- E-Safety policy

Code of Conduct

A code of conduct is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus creating a strong morale and sense of commitment leading to increased productivity. Our aim is therefore that all practitioners:

- Have a clear understanding of what constitutes misuse
- Know how to minimise risk
- Avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations
- Understand the need for professional boundaries and clear guidance regarding acceptable use
- Are responsible for self-moderation of their own behaviours
- Are aware of the importance of reporting concerns promptly

It is fully recognised that imposing rigid regulations on the actions of others can be counterproductive. An agreement of trust is therefore promoted regarding the carrying and use of mobile phones within the setting, which is agreed to by all users:

Personal Mobiles – Staff

- Staff are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office
- Staff should leave their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time
- Mobile phones should not be used in a space where children are present (e.g. classroom, playground)
- Use of phones (including receiving/sending of texts/emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room and empty classrooms
- It is also advised that staff security protect access to functions of their phone
- Should staff feel that there is an exceptional circumstance (e.g. an acutely sick relative), then staff should make the Headteacher aware of this and request to have their phone in case of having to receive an emergency call
- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recording and photographs should be captured using school equipment such as cameras and iPads
- Staff should report any usage of mobile devices that causes them concern to the Headteacher or nominated Safeguarding Officer

Mobile phones for work related purposes

We recognise that mobile phones provide a useful means of communication on offsite activities (and for specific roles within school e.g. site supervisor), however staff should ensure that:

- Mobile use on these occasions is appropriate and professional (and will never include taking photographs of children)
- Mobile phones should not be used to make contact with parents during school trips (unless outside of office hours e.g. residential trips) – all relevant communications should be made via the school office
- Where parents are accompanying trips they are informed not to make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children

Personal mobiles – pupils

We recognise that mobile phones are part of everyday life for many children and that they play an important role in helping pupils to feel safe and secure. However we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- Pupils are not permitted to have mobile phones at school or on trips
- If in the rare event of a parent wishing for his/her child to bring a mobile phone to school in order to contact the parent after school:
 - The parent must discuss the issue first with their child's teacher
 - The phone must be handed in, switched off, to the office first thing in the morning and collected from the office by the child at home time (the phone is left at the owner's own risk)

Where mobile phones are used in or out of school to bully or intimidate others, then the Headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site' – refer to E-Safety policy and sanctions document

Volunteers, visitors, governors and contractors

All volunteers, visitors, governors and contractors are expected to follow our mobile phone policy as it relates to staff whilst on the premises.

On arrival, such visitors will be informed of our expectation around the use of mobile phones.

Parents

While we would prefer parents not to use their mobile phones whilst at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times.

We therefore ask that parents' usage of mobile phones, whilst on the school site is *courteous* and *appropriate* to the school environment.

We also allow parents to photograph and video school events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

Dissemination

The mobile phone policy will be shared with staff and volunteers as part of their induction. It will also be available to parents via the school office and website.

No personal electrical item should be brought in from home as they will not have been PAT tested e.g. no radios, mobile phone chargers, CD players, battery chargers etc. Individuals who use such items in school would then have personal liability in case of fire.

Food / Drink

Reflecting our school's healthy eating policy, we expect staff to promote a healthy lifestyle; this would mean not consuming unhealthy food choices in front of children. Chewing gum is not permitted in school. For health and safety reasons lidded mugs for hot drinks must be used.

Children travelling around the building

Children must travel around the building in pairs, as the site is very extensive and if there is an accident one child can alert an adult.

Staff Room Issues

Staff currently bring in their own tea/coffee etc.

School dinners can also be booked with Linda, this must be done before 9.00 the cost is £3.45 and you must give your dinner ticket into the catering staff when you arrive in the dining hall.

Lockers are available for staff use in the staff room. Please see Terry for a key if you require one. There is a cleaning rota for dishwasher / washing up duties on the whiteboard – this ensures everyone takes their turn in keeping the staff room tidy and clean.

Booking educational visits

You will need to complete a form and return it to Carmel via email.

Please ensure you give as much information as possible re the trips including how many parents etc., you may be taking on the trip. If you do not have enough adults to accompany you on the trip it will be cancelled. Teaching Assistants cannot routinely accompany classes on trips due to their intervention commitments.

Newington Green Trip protocol:

Educational visits are part of the National Curriculum. Therefore, all children should participate in them unless there are health and safety reasons why a teacher feels a child should not attend or persistent behaviour issues at school.

In the first instance the expectation is that the teacher makes contact with the parent and invites them to attend the trip with their child to supervise. If they are unable to attend then their child will be left at school and the teacher will provide work for them to complete in another class. The child's teacher will arrange this with the teacher of the class the child is going to.

A child receiving a red/purple card does not exclude them from going on a trip.

Decisions to stop a child going on a trip cannot be made the morning of the trip unless there has been a serious incident involving the child. In this case, the class teacher needs to inform a member of the senior leadership team the reason why the decision has been made and inform the parent of their decision.

Registers

We use an electronic registration system called (SIMS.net). Sue Cross – Business manager will issue staff with their login details. Please speak to Nicole Jolly (HSW) if you wish to receive training on how this works.

The school bell goes at 8.55am and school starts at 9.00am.

Registers are closed by teachers at 9.05am Those children arriving late(after 9.05) must report to the Home School Worker (including nursery parents) for a late slip and to be marked in the registers.

From 9.05 to 9.30 all children are marked late as a L mark.

From 9.30 pupils are marked U- unauthorised absence.

External communications

All letters or official documents being sent out from the school must be approved by the Headteacher(via Sue in the office) and a copy of all letters sent out must be given to Sue. All communications must go on school headed paper with logo and be in the school font(Century Gothic).

Assembly Protocol

1. Person leading assembly to stay until the end.
- 2. Teachers should be proactive about behaviour management of own class not the person leading assembly.**
3. Class teacher leading an assembly. Delegate behaviour management to partner teacher.
4. Minimum of 1 teacher per year group in assembly.
5. All classes to attend assembly, unless they have prior permission from SMT.
6. Assemblies should only be cancelled in extreme circumstances, e.g. you are off sick.
7. Class led assembly should be led by the children. (Wednesday 4-6 and Thursday 1-3).
8. All classes to ensure that they arrive promptly to assembly to avoid unnecessary behaviour issues.
9. All classes are expected to arrive at and leave the hall in silence.
10. Whole assemblies to be set up with microphone (teacher responsible to liaise with Will).
11. Assemblies to start and end with music.
12. Central resource of MP3/ CD players can be found in each hall. CDs for assembly are held in resource base.
13. All whole school and class led assemblies must be rehearsed so children are clear and audible.
14. Person leading assembly, to make expectation clear to parents.
15. Staff to agree weekly/termly theme.
16. Staff to model behaviour expected from the children.
17. All public performances will be seen by a member of SMT before they are performed.

Handover between teachers

If teachers leave a handover meeting must be held between the person leaving and the receiving teacher. In cases of emergency (leaving at short notice) the handover meeting must be completed by the Phase AHT who will then pass on the information to the receiving teacher.

Singed copies of the handover format must be handed in to the Head of School.

Protocol for Using Bleacher Seats in Performance Hall

Please discuss the following safety rules for using the seating with your class.

N.B. The bleacher seats will only be operated by Terry or a member of SLT.

For EYFS or Phase 1 Assemblies (including music assemblies)

When bleachers are out, they will not be used for EYFS or Phase 1 assemblies. Children will sit on the floor in front of them.

For Phase 2 Assemblies (including music assemblies)

- Year 3 will sit on the floor in front of the bleachers. Years 4, 5 and 6 will sit in in the bleachers in year order, with Year 6 at the back.
- Please ensure children do not walk on the bleachers unaccompanied.
- Please ensure that children do not run up and down the steps or jump.
- Please ensure that children do not stand or climb on the seating.
- Please lead your class walking sensibly up the steps and sit at the end of a row by the central isle next to your class.
- Please ensure that children do not go under the bleacher seating. The back door, behind the seating is no longer an exit point and is blocked.

For Golden/Whole School Assemblies

- Year 3 and below will sit on the floor in front of the bleachers. Years 4, 5 and 6 will sit in in the bleachers in year order, with Year 6 at the back.

N.B. Due to there only being one exit in the hall, in any assembly or performance, for fire safety, an adult must be positioned by each of the doors to the hall (one on each side), ready to hold them open in case of evacuation.

Intervention Protocol

As Newington Green Primary school, we aim to provide pupils with a wide and varied curriculum. It is often important for pupils to be taken out of their usual lessons to receive additional intervention for their core subjects. Whilst this is necessary, it is key this is managed effectively to ensure the impact on other subject areas is minimal.

In order to ensure overall effectiveness across the curriculum, the following has been agreed. Staff will endeavour to use the following guidelines when planning and conducting interventions:

- Children will take part in interventions over half-termly blocks in order to provide pupils with either support or challenge in a particular subject area or topic.

- The same children will not regularly miss the same subject each week. Children will be put on a rotation through careful timetabling by the class teacher. E.g. if a child has missed a proportion of their history lesson during week 1, they will not miss history the following week.
- When taking children out of PPA sessions (PE, Computing and RE), Spanish or Music, tasks will be kept to short, sharp sessions such as Precision Teaching in order to keep the disruption minimal.
- If it is necessary to take children out for a lengthier time during the above sessions, this will be discussed with the teacher involved in advance and, as above, children will work on a rotation so as to not consistently miss a particular curriculum area.
- Children will be assessed at regular intervals both formally and informally to ensure interventions are both appropriate and effective.
- Where external agencies are involved e.g. SALT, CAMHS, Bereavement, interventions may not be able to follow the usual protocol as timing will need to suit professionals coming in to the school.

Protocol for raising Special Educational Concerns

- Class teachers should complete the Record of Special Educational Concerns Form and return to the Deputy Head(Achievement and Inclusion).
- All requests for support / advice from the DHT should be made on this form, so that there is a written record of concerns and action taken / requested.
- The DHT will meet with the class teacher and other relevant members of staff to discuss the concerns.
- The DHT will note the action that they will be recommending on the form and will return a copy to the person who registered the concern. A copy will be kept on record.

Use of Photographs and Videos in school

Videos are used to collect evidence of children's progression in speaking and listening or to help teachers review and improve their practice. Photographs are used to provide useful evidence of children's learning. **Staff must only use school equipment for this purpose.**

Thinking of leaving NGPS?

If you are thinking of leaving NG for any reason, please be open and honest about this with your line manager. Those that have moved on and who have approached the process this way have got the full support of the school in moving on, from references, to recommendations to other Headteachers, to advice on what to say or not say at interview.

If you are thinking of leaving:

1. Please let us know as early as you can, so we can secure the best person to take on your role, and maintain the best for the children.

2. If you are leaving because you are unhappy at NG, please let us know so we can do something about it- for you- or for the colleagues you leave behind.
3. If you want us to be a referee for you- please ask. Professional courtesy dictates that you should always ask your references before we get a request into our email box! Please note, there is no requirement for us to provide them, so it is best to ask in advance- as we are more likely to agree!
4. We want our staff to stay in Islington schools wherever possible, and have lots of good links with local schools. If you fancy a change, or are going for promotion, ask for help! We can certainly give you some good advice about local schools.

Behaviour

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community. This policy applies to all pupils from our 2 Year Old provision to Y6.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through PHSCE lessons, circle time and assemblies.

We aim to start each day off on a positive note through being a welcoming face to children and parents/carers on the playground and by being punctual. Children are expected to be lined-up and ready for learning by 8.55 so that teachers are ready to start learning in classrooms at 9.00.

School Expectations:

Newington Green Primary School uses the system of 'Green Expectations'.

The expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. The 'Green Expectations' are displayed in all classrooms, the halls and in both playgrounds. **Everyone** is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

Green Expectations:

Aiming high.

1. Learn to the best of your ability

Doing our best.

2. Listen respectfully
3. Try, try again

Caring for each other.

4. Be kind, helpful and gentle
5. Be honest and responsible
6. Stay safe and care for people and property

Our community's responsibilities:

- We are all responsible for 'facilitating the learning of all children':

The school aims:

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate children's learning and behaviour.
- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (TA, teacher, SLT, parent) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgmental language.

The 'Stay on Green' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet and go beyond the school's 'Green Expectations' are recognised and celebrated.

- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class/provision (e.g Breakfast Club (BC or After School Club ASC) there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day, or start of each session(if BC or ASC), children start with a green card in their pocket.
- Children get a fresh start to green at various points in the day. This gives a clear message, that we can move on and start again, which is an important lesson in life. The following are examples of fresh starts to green card points in the day: After morning break, after lunch play, when any new session begins e.g. Spanish, PE, Computing, when an intervention group begins or when there is a session covered by another adult.
- If children make positive individual choices they are celebrated by placing a silver, then gold card.
- At the end of each day, a text message is sent to parents of those children that have received a gold card.
- In After School Club, parents will not receive a text, however parents can check the chart when they collect their child/ren and get feedback from the key worker if needed.
- If children make negative individual choices they are given a warning, if this behaviour continues the child is given a yellow card and placed on '5 minutes time-out' in class or the BC ASC provision. After that time the child is invited back to the lesson/session and encouraged to continue to make positive choices.
- Should the negative behaviour continue after the child has had a 'time out' in class/provision, the teacher/adult in charge will give another warning to the pupil and encourage them to make the right choice. If the pupil continues to misbehave then they will receive a red card and be sent to a partner class for '10 minutes time-out'. In the case of BC or ASC, this will be a designated time out area, where safe supervision can take place.
- There are a number of behaviours which are deemed severe enough for an automatic red card (even if the pupil had been on green/silver/gold). Professional judgement needs to be exercised in regard to giving cards, as children may need slightly differing provision dependent on their needs. Examples of automatic red cards could be: , throwing objects, not at an individual, spitting, not at an individual, answering back or being rude, destroying the work of other children, lying, chewing gum in school and using mobiles in school etc.
- Purple cards should only be used for serious behaviour incidents or when a child is not able to make appropriate choices after a red card. Professional judgement needs to be exercised in regard to giving cards, as children may need slightly differing provision dependent on their needs. Purple card behaviour includes: leaving a classroom without permission, fighting, stealing, swearing at another person, and deliberate dangerous behaviour such as throwing objects at others, racist/homophobic comments and ignoring adult instructions so that a pupil is causing a health and safety risk to themselves or others. Racist/homophobic/transphobic/sexist remarks should be recorded in the incident log and given to the Headteacher who will follow up the incident, logging actions. If a pupil gets a purple card in class, the teacher should send two pupils to the office, with an explanation of what has happened, to request a member of SLT come to the class and remove the pupil. A member of SLT will come to remove the pupil from class and the pupil will spend 30 minutes out of class. In some serious cases, the pupil may not go back to class. The Class teacher must record the incident in the purple book so there is a written record. The pupil will then attend detention for the required number of days.

- If a purple card is issued on the playground, the senior MMS will bring the pupil to detention and write the incident up in the purple book. If the pupil refuses to come then a member of SLT will be sent for.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).
- In Golden assembly on Friday, all children who have not received a red or purple card that week are entered into a draw where one child per year group will win a prize for consistently following green expectations.
- It is important to recognise that some pupils have adapted behaviour expectations and behaviour plans or passports linked to their individual needs. These are monitored by the learning mentor and all staff working with the pupil should know and implement the agreed strategies for that pupil.

How it works in Breakfast(BC) and After school Club(ASC):

Children begin each session on Green. Whatever colour children are on in BC is not transferred to class. Children always start BC or ASC on green.

'Green time' will be a special reward discussed with the children each week, for example an activity they would like to do. There will be a weekly draw, as in school for all pupils who have not been on red or purple- positive reward.

There are sandtimers for children to manage the time out process. A designated time out area will be known to children for red cards.

The Head of the BC or ASC will always deal with Purple card incidents and report this to parents. Time out will be managed by the Head of provision, and a discussion will take place about the behaviour, reflecting on The Green Expectations. Records will be kept of these incidents and information shared with parents.

After 3 purple card incidents, the Head of BC or ASC will meet parents to discuss a behavior plan and set targets.

In the table below please read class teacher as BC or ASC worker, and SLT as Head of the BC or ASC. Text messages will not be sent for this provision, as parents collect or drop off daily, so there is daily contact between parents and staff.

Actions:

Behaviour Card	Action	Who involved?
Gold	Gold text message sent home.	Class teacher. SLT. Office Teacher record filled out
Silver	Praise given in class	Class teacher.
Green	Children have 30 minutes Green Time	Class teacher

	each week. Praise given in class	provides <u>planned</u> 'Green Time' session for 30 minutes.
Warning	Child is reminded of Green Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Yellow	Child must move away from main class group to time out area for 5 minutes Pupil is expected to listen to teacher during this time but not join in.	Class teacher.
Warning	As above	
Red	Child is sent with their learning or reflection sheet to 'Partner Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Green Expectations'. Child moves back to Green. Child is given opportunity to join class and address behaviour. 5 minutes off 'Green Time' Office sends Red text home. Teacher record filled out. Two reds in one day -child gets purple card and detention.	Class teacher Buddy class teacher. SLT. Parent/Carer Teacher record filled out
Warning	As above	
Purple	Is sent in an emergency or if a child refuses to follow adult instruction at red card level. If child refuses to go, class teacher will send two pupils to SLT/Office with purple card. Member of SLT will come and collect the child. Parental/Carer involvement (letter,	Office SLT Parent

phone call, meeting)
1-2 days lunchtime detention :
Year Rec – Y2 - 1 day, Years 3 -6- 2 days,

Two purple cards in one week in class time (Monday – Friday) will result in an internal exclusion the next day. Class teacher will meet with parents to inform and complete an internal exclusion form.

Two purple cards in a week from playground incidents will result in the child having a playtime behaviour plan with agreed targets.

3 purple cards in BC or ASC	Head of provision meet parents to discuss behavior plan and set targets	Head of BC ASC	Head of BC ASC
Sustained pattern of purple behaviour over time in BC ASC	Head teacher and Head of BC and ASC meet parents	Follow up letter sent stating place is at risk if behaviour does not improve.	Headteacher

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for staff members who are trained in Team Teach to restrain the child. A list of trained staff is kept in the staff room and main school office.

Children with specific behavioural needs (SEN, BESN) recognise that some children have specific needs with regards to their behaviour. For those identified with SEN BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan (ECHP or IBP) which will indicate the actions planned to address and support their needs. These are monitored by the learning mentor and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Sending for SLT:

When children have reached purple, a member of SLT is sent for. Always ensure the safety of children and staff.

Send two children with a Purple Card, explaining the reason why a child is being sent out, to the main office. SLT will attend.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

Internal

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal exclusions happen after 2 purple cards are issued in one week in class or if behaviour has been persistently unacceptable. The Class teacher must liaise with the teacher of the class the pupil is being sent to and set work for the day. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime in detention. You must advise Sue in the office of any internal exclusion so the appropriate letters and forms can be completed.

An example of internal exclusion would be: consistently on red behaviour.

External

Only the Headteacher, Associate Headteacher, Deputy Headteachers and Assistant Headteachers can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

For more detailed information on exclusion please see our Exclusion Policy.

Trigger point	Action	By whom?	Recorded
2 purple cards in week	Internal exclusion 1 day	Class teacher organise	Leah Ray - letter home
3 internal exclusions	HT to write letter to parents warning that child is at risk of external exclusion, and offer a meeting with them	Abi	Abi - letter home
2 external fixed term exclusions	Governors write to parents stating that pupil may be at risk of permanent exclusion.	Governors	Governors letter home.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Playground:

Lunchtime

- SMMS have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.

- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- All children will start their lunch on a green card.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT and put in the purple book
- If a child is not following the 'Green Expectations' the adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes and asked to complete a reflection sheet. After a conversation with the adult, the pupil will return to the playground on green.
- Children must be listened to and incidents recorded properly
- SMMS will pass information to class teachers on collection of the class at 1.30 if there have been any incidents that need communicating with presents etc.
- SMMS will notify the Learning mentor if 2 purple cards have been received in 1 week during lunch play. The Learning Mentor will be responsible for following this up.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- There will be a teacher on duty every playtime (see rota and whiteboard in staff room)
- If a child is not following the 'Green Expectations' the adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes
- In discussion with teacher on duty, staff will inform member of SLT on duty of serious incidences.
- If behaviour poses a serious health and safety risk a child is sent to SLT with purple card.
- All significant incidences must be reported to class teacher as they are collected from the playground

Purple Book

The purple book records serious incidents such as fighting, swearing, being threatening or abusive to others, damaging property, stealing, racist incident, etc. Entry into the purple book/purple card means a lunchtime detention with SLT. The number of days will be decided by the pupil's year group (see table above). In daily business meeting staff will be informed who is on detention. Class teachers are expected to bring pupils to detention where they will complete appropriate tasks provided by the teacher.

Working with Parents

Parents will be communicated with daily by text or call for gold or red/purple cards. It is expected that class teachers are the first point of contact for all behavior incidents and information sharing. When a parent is not satisfied they may escalate this to the teacher's line manager. We expect all parents to abide by the schools policy on working with parents in regards to their conduct on site and in meetings.

Tea Party and end of term GOLD party

Abi hosts a tea party every Friday during lunchtime for one child in each class who has shown exceptional behaviour or learning over the preceding week. The children will receive their invitation in Golden assembly, eat their lunch and then make their way to Abi's office for a special treat, which usually involves LEGO!

The class who receives the most GOLD cards in a term, and the highest scoring GOLD pupil in every class, will receive a GOLD party, which is organised by the school learning mentor.

Outcomes for Children

We want to ensure our children get the highest outcomes possible in line with national expectations so that they are suitably equipped to deal with the challenges of secondary school.

End of Year Phonics Expectations:

By end of:	End of Year Expectation	% on track
Nursery	Secure Phase 1	85
Reception	Secure Phase 4	85
Year 1	Secure Phase 5	85
Year 2	Secure Phase 6	85

The end of year expectations are based on the expected progression set out within the *Letters and Sounds* document. The % on track (principal and stretch) is based upon the percentage of children who are **secure** within the given phase, e.g. children who have had exposure to **all** the teaching within the given phase and both *know* and can *apply* learning from that phase.

Phase 1	Throughout Nursery
Phase 2	1 st Half of Autumn Term, Reception (up to 6 weeks)
Phase 3	2 nd Half of Autumn Term and throughout Spring Term, Reception (up to 12 weeks)
Phase 4	Throughout Summer Term, Reception (4-6 weeks)
Phase 5	Throughout Year 1
Phase 6	Throughout Year 2

It is imperative that these timings are adhered to in order that children are **exposed** to the learning within each phase as they move through EYFS into KS1. Learning from previous phases should be continually recapped during *Revisit and Review* sections of Phonics sessions. In 2012-13, setting in Year 1 and 2 should tail off so that intervention and withdrawal of groups takes place only where there are children working well below age-related expectations. From 2013-14, only where there is a specific SEN may children need to be withdrawn from discrete phonics sessions in favour of intervention programmes. More able should be catered for in-class with extension activities and investigations, (e.g. Phase 6).

Class teachers hold overall responsibility for the progress and attainment within phonics in their class. Teachers must ensure phonics is firmly embedded within day-to-day Literacy teaching within class.

TAs will be held to account when taking groups of children for phonics sessions.

Termly informal observations of phonics sessions will take place. Assessment (phonics tracking) will be collected termly by the Literacy Coordinator/SMT.

End of year times tables expectations

By the end of year 2	2, 5 and 10 (including division facts)
By the end of year 3	3, 4 and 8 (including division facts)
By the end of year 4	all multiplication and division facts up to 12 x 12

Assessment Protocol Newington Green 2016

Writing:

Due to change in Sept 2017.

Reading:

We propose that children will be assessed at the end of each term using the Hodder PIRA tests. This test produces a raw score, a scaled score, a reading age and a Hodder scaled score. In addition, all pupils will complete speed of reading test. For children unable to access their year group assessments they should be tested on previous year groups as appropriate.

Teachers will submit termly data for reading using the tracking sheet provided by Cheska.

Maths:

We propose that children will be assessed at the end of each term using the Hodder PUMA tests. This test produces a raw score, a scaled score, a maths age and a Hodder scaled score. In addition, all pupils will complete half termly times tables test. For children unable to access their year group assessments they should be tested on previous year groups as appropriate.

Teachers will submit termly data for maths using the tracking sheet provided by Cheska.

All assessments will be invigilated by SLT as they are in year 6.

Where teachers do not believe that the test scores are an accurate reflection of pupil outcome, other evidence should be reviewed and moderated by the phase Assistant Head.

Guidance on Pupil Progress – Autumn

Assessment of where a pupil is in your class and whether they are on track for their target is made on the basis of professional judgement, using scores from PIRA/PUMA, their books and other information for example teacher knowledge, reading journals, guided reading evidence. Below is general guidance to help everyone make judgements, no decision can be concrete!

	Reading	Writing	Maths
Evidence that can be used to make judgement	<ul style="list-style-type: none"> *PIRA tests/scores *Reading ages *Reading journals, and teacher guided reading notes *Fluency scores *Take home reading journals 	<ul style="list-style-type: none"> *Tracker grids *Books *SPAG tests *Spelling scores throughout the term *Handwriting books 	<ul style="list-style-type: none"> *PUMA tests/scores *Maths books *Calculation Countdown books

Rough guide to quantitative evidence. This is not an exact science, so use what you know about the pupil from all sources above:

	Reading	Writing	Maths
Likely to be making less progress than expected	Regression in scaled/standardised scores	TBA	Regression in scaled/standardised scores
Likely to be making at least expected progress	Scaled/standardised Scores staying broadly the same as summer term Scores increasing by a small margin		Scaled/standardised Scores staying broadly the same as summer term Scores increasing by a small margin
Likely to be making more than expected progress	If a child was working above 110 in summer and is still working at this level, you may show more than expected progress in books/mastery Increase of standardised/scaled score by a larger margin		If a child was working above 110 in summer and is still working at this level, you may show more than expected progress in books/mastery Increase of standardised/scaled score by a larger margin

Social and life skills

We recognise that many of our children do not have the social and life skills they will need to effectively navigate the world. The teaching team agreed the following end of year goals for all children. Teachers will ensure that the majority of their class achieve to the end of year goals.

Newington Green Primary School- Social Skills Year Group Objectives

By the end of Nursery I can:

Life Skills	Social Skills
Put on my coat independently	Say hello and goodbye to adults including relatives
Toilet myself independently	Access learning resources independently through recognition of picture labels

By the end of Reception I can:

Life Skills	Social Skills
Articulate what I want to eat at the food hatch	Say please and thank you consistently
Wash my hands properly after using the toilet	Say something good about myself
Dress and undress myself to get ready for PE	Access and put away learning resources independently through recognition of picture labels
Use cutlery to eat meals	To be able to articulate to an adult if there is a problem.
Know and celebrate differences between us	Interrupt someone politely

By the end of Year 1 I can:

Life Skills	Social Skills
Prepare food(e.g. sandwich) safely and cleanly	Hold the door to allow others through it
Tie my own shoelaces	Use the phrase "May I..." to ask for

	something.
Take care of my own personal hygiene for example changing clothes and cleaning teeth	Suggest improvements in my own learning
	Ask someone to move or attract their attention through saying "Excuse me please..."

By the end of Year 2 I can:

Life Skills	Social Skills
Wash up and dry up.	Express pride in own culture and other peoples
Cross the road safely and independently	Suggest improvement in my own and others learning
	Ask "Pardon" when I need something repeated.

By the end of Year 3 I can:

Life Skills	Social Skills
Clean and scrape own plate properly	Make conversation at mealtime
Clear and set a table for a meal	

By the end of Year 4 I can:

Life Skills	Social Skills
Respect difference in others	Know how to make a visitor or new pupil feel welcome
Demonstrate an understanding how your behaviour affects others	

By the end of Year 5 I can:

Life Skills	Social Skills
Use most kitchen appliances safely	Know how to wash their bodies properly

	and use deodorant
Understand what being a good citizen is.	Be articulate an opinion on current affairs
Know how to plan a journey on public transport	Challenge others politely.
Understand my own personal space and that of others	

By the end of Year 6 I can:

Life Skills	Social Skills
Plan and cook a healthy meal on a tight budget	Be able to negotiate a refund for an item purchased
Set a table for a special occasion	Take my own view in a debate, understand others view and play 'devil's advocate'.
Know how to use a washing machine	
Know how to plan a household budget	
Be able to compare cost of services accurately	

Expectations will be taught explicitly and **modelled explicitly**.

Resource Manager

Newington Green Resource Policy

Aim

The aim of this policy is to clarify the role and responsibility of the Resource Manager and to ensure that there are agreed expectations of when the work will be carried out.

Within this policy we have also considered being more sustainable in our use of resources both from a financial and environmental standpoint, whilst ensuring that the children get the highest quality resources possible for learning.

Requesting work

This is to be done by sending an email to Edward or written in his log book. Prototypes of resources may be requested at teachers discretion. Where this is required a longer request time must be negotiated with Edward.

Notice periods for work

- Daily - 8.30 - 9.00 emergency stock/resource requests.
- 1 day - photocopying and equipment
- 2 days - bound or stapled booklets, laminates, exam papers for individual year groups (e.g. just year 6)
- 5 days - displays, reading records, large quantities of exam papers.

Requests for equipment should be separated from requests for display/laminating/binding so that Edward can manage and prioritise his workload.

Requesting resources/items

Resource boxes have been clearly labelled and organised. When a resource is needed, use the resource sign out book and sign the item back in on its return. Items from the resource base are not to be kept in classrooms.

A standard specification for posters/labels etc

Posters and labels, which are to go around the whole school, will be produced using a standard format -this will give the school more visual coherence. Posters can only be produced up to an A3 size(70 font), as joined sheets do not look visually acceptable. Staff must be aware that in some cases, laminating sheets can mean that the classroom lighting can obscure the text in some places in the classroom. Individual teachers can still request large posters for their classroom if they want, on a particular theme.

Standardised classroom box labels

Standard classroom box and drawer labels will be produced. Labels will include small visuals where possible.

One off changes to Library sessions

Edward can offer extra sessions for a class if they are unable to make their normal slot. Teachers can book this with him. The library can also be used for quiet or guided reading. **Please leave the space as you find it.**

Weekly Environment checks

The Resource Manager carries out weekly checks on the school environment. These must be conducted discreetly so as to not disturb learning. Following the check Edward may discuss and findings with the class teacher and will provide support where necessary.

Standards of display

As boards are re-backed fabric will be used to provide a backing colour for the board. Fabric has been chosen as it does not tear like paper, but also it can be reused(saving our planet!).Can staff please ensure work is mounted and stapled to the boards and placed inside borders.

Teachers must request and organise time when children are not in class (e.g. PPA) for backing and stapling. This is for health and safety reasons. The resource manager will only back boards that are free of children's learning.

Sending children for resources

Children should not be sent routinely to get resources during teaching time. This should be in emergencies only. E.g. icepack/bandage/plaster.

Books for classes

All books have standard computerised labels, and are covered with a plastic cover. When new books are requested, these will be distributed with labels already on them (inside and out). Blank books should not be given to classes.

Subject	Colour Book	Description	Year groups
Achievement Books	Blue	Blank scrapbooks	N, R
Spiritual, Moral, Social and Cultural Learning	Blue	Blank scrapbooks X 1 per class	1,2,3,4,5,6
Mathematics	Green	8mm Squares	1,2,3,4,5,6
English(including Big Write)	Light Blue	15mm Lines	1,2
English(including Big Write)	Light Blue	8mm lines and margin	3,4,5,6
Handwriting Book	Light Purple	Light Blue 15mm Lines	1,2
Handwriting Book	Light Purple	8mm lines- 40 Pages only	3,4, 5,6
Science	Yellow	Blank pages	1,2

Science	Yellow	8mm lines and margin	3,4,5,6
Art and Design	Pink	Blank page	1,2,3,4,5,6
History and Geography Learning	Red	Blank pages	1,2
History and Geography Learning	Red	8mm lines and margin	3,4,5,6
Calculation Countdown/Maths Magician	Orange	8mm Squares	1,2,3,4,5,6
Guided Reading	Blue	Blue A5	1,2,3,4,5,6,
Design and Technology Learning	Grey	Blank pages	1,2,3,4,5,6
Independent writing	Deep Purple/Blue	8mm lines margin	1,2,3,4,5,6

Laminating policy

If you want to laminate something it must be something you plan to use regularly and will still be in use next year. Examples of items that can be laminated: Number lines, Number cards, Picture cards, Literacy flashcards, Emotions flash cards, IPC flash cards. Examples of things that should not be laminated: Pictures of your students, Student's work, Items for temporary display.

Rechargeable Batteries

The school has a set of rechargeable batteries. These are booked out through Edward. Please return them on Friday to Edward for recharging. This is more environmentally friendly, but if the policy is adhered to the batteries should be with us for a very long time!

Video of teaching

When the Resource Manager videos teaching this must be for the agreed period of time. For example if the teacher wants a half an hour session videoed this must be adhered to. The Resource Manager must check the memory/camera in advance of the filming to ensure no hitches. Teachers need to request video 3 days in advance. Films of teaching can be stored on the MLE, by mutual agreement of the teacher. Films for teachers own professional use must be given on a CD, which can be downloaded and returned to Edward. If staff borrow the tripod it must be returned complete with screw in plate attachment.

Starter Pack for each term

Each class will receive the following in a starter pack on a termly or yearly basis. Other items requested or repeat orders must be done following the request process.

Item	Year groups needed	Frequency
1 Blutac pack	all	Termly

30 Pritt sticks	all	Termly
X30 HB pencils	all	Termly
Small pupil whiteboard pens x30	1,2,3,4,5,6	Termly
Large pupil whiteboard pens x 30	Reception, Nursery	Termly
Whiteboard rubber	all	Yearly
Whiteboard cleaner	all	Yearly
Teacher whiteboard pens x6	all	Yearly
Teacher black and red biros x5 of each	all	Yearly
Green biros x 30	1, 2, 3,4,5,6	Yearly
Highlighters x30	all	Yearly
Coloured pencils x4 packs	All	Yearly

Marking and Feedback Policy

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

Newington Green Primary School is committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school.

Aims

- Show we value the children's work and motivate them to produce high quality work.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Provide opportunities for the child to learn how to assess their own work critically in order to create independent learners.
- Provide opportunities for the children to assess each other's work identifying strengths and areas for improvement.
- Create an ongoing conversation between child and adult which will aid progression.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable for teachers
- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives
- Time should be given for children to read, reflect and respond to marking comments in green pen.
- It should involve all adults working in the classroom.
- It should provide a model of written, formal English. It should therefore be grammatically correct and follow the school's handwriting policy.
- It should promote children's self-assessment, engaging the child in their own learning.

- It can be given by a peer as part of the learning process

Marking and feedback process

Before a piece of learning is undertaken, children should be clear about what is going to be assessed when it is marked.

At Newington Green, the learning intention and success criteria for each lesson are set out as per the grid below and stuck into children's books. This enables adults and pupils to mark effectively against the success criteria.

LO:	Date:						
To be successful I will...	Self	Peer	Adult				
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
WWCT	WWTA	Independent	Resource	COT	Group	Peer supported	GG

LO stickers must be printed in black and white.

The main forms of marking and feedback which will be used are as follows:

1. Verbal feedback from an adult

Direct contact with the child and discussion of the learning is particularly appropriate for younger children. Where verbal comments are given the letter **V** should be noted in the child's book.

2. Written marking

Teachers will use the LO grid above to highlight where the child has met the success criteria. Pupils' next steps are marked using an **E** for expectation.

Teachers must provide a focused comment, targeting

- a specific area for improvement related to the learning intention, success criteria or the individual pupil target.

When giving written feedback teachers need to consider:

- Does feedback inform the pupil what they need to do to improve?
- Does it relate to the planned LO/SC?
- Does it indicate a next step/improvement in learning?

Time should be set aside during the week for children to review their E comments and respond to feedback. Children should respond in green pen. The expectation is that there will be some evidence of acknowledgement of pupil responses by the teacher.

Teachers model this process to the children at the beginning of each year so that they are clear what is expected of them when they respond.

3. Peer/Self-assessment

The expectation is that there will be evidence of peer and self-assessment in children's books over time. This will follow the same process as teacher marking but marked in **green**.

We consider it good practice for teachers to provide specific learning objective check lists for children to tick or evaluate as an individual or as a pair or group.

Symbols

The following symbols will be used:

WWCT	Guided by or supported by Teacher
WWTA	Guided by or supported by Teaching Assistant
V	Verbal Feedback
I	Independent
.	Incorrect
T1, 2, 3	Target 1, 2 or 3 met
L	Late
A	Absent
S	Supply Teacher

Frequency of marking

In English and maths next step marking is expected twice a week. In English, this must focus on skills which will improve the written outcome. In the foundation subjects, one piece of **E** marking is expected per unit with all other pieces ticked marked using the LO grid. In Science, this piece should be linked to an investigation and in History and Geography, it should usually link to subject specific skills/knowledge or understanding. Book look expectations should also be followed.

What about correcting spelling, punctuation and grammar?

When children have completed a task, teachers ask them to check for things that they know could be wrong in their learning when they read it through. All spelling and punctuation errors will not necessarily be picked up, but will be noted as a future teaching

point. Spellings will be signaled for self-correction if it is believed that the child should know this word (e.g. if it is within the age expectation for that child) or if it was a topical word shared with the class through a word bank or similar.

How do adults in the Foundation Stage mark children's work?

In the Foundation Stage, all adults will focus on giving oral feedback to the children and the work will be evidenced in children's Achievement books and observation folders in 2simple. The adult may also write a comment in **black biro** with the child as part of the process of gathering information for the Foundation Stage Profile. They will use the same symbols as the rest of the year groups.

Monitoring

Each term there will be a book scrutiny which will look at the quality of the evidence in books as a whole but with a focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy. Teachers should also refer to book look expectations in each subject area.

First Aid and Emergencies

Children must travel around the building in PAIRS at all times.

Asthma Pumps are kept in the school office along with any essential medicines. No staff must administer medicines without prior agreement of the parents in line with the Medicine Policy.

In an emergency children (in pairs) must be sent to the office with a red/purple card. This indicates an emergency. A senior member of staff or a member of office staff will respond immediately.

Sick children must be sent to the office (with another child). The office will ask a senior member of staff to evaluate the child or call a First Aider before the child is sent home. Teachers will be informed of the outcome.

First Aid boxes are located:

In the office

First aid bags go out with the First Aiders on the playgrounds every lunch time.

Qualified First Aiders are:

- Donna Shah (ICT Subject Leader) - expiry date 18/06/2018 ('First aid at work' and 'Safe use of an automated external defibrillator')
- Eleni Chourdaki (Teaching Assistant based in Key Stage 2) - expiry date 18/06/2018 ('First aid at work' and 'Safe use of an automated external defibrillator')
- Carrie-Ann Miller (Teaching Assistant based in Key Stage 2 and Midday Meals Senior Supervisor for Key Stage 2) – (First aid at work) expiry date 01/2017
- Lisa Burton (Teaching Assistant and Midday Meals Senior Supervisor for Key Stage 1) – (First aid at work) expiry date 01/2017
- Charlene Edwards (Senior Nursery Nurse based in Nursery) – (First aid at work) expiry date 01/2017

- Carly Whitehead (Nursery Nurse based in Year 1) – (First aid at work) expiry date 01/2017 and (Paediatric) expiry date 06/2017
- Linda Miller (Administration Officer) – (Paediatric) – expiry date 06/2017
- Mica Benjamin (Teaching Assistant for Key Stage 2) - (First aid at work Level 3) – expiry date 02/2017
- Hannah David (Lead Practitioner for 2 year old provision) – (Paediatric First Aid Level 3) – expiry date 12/07/2018

If you have a child in your class with a tiny cut or graze, teachers and support staff are allowed to clean them with an anti-septic wipe and apply a plaster (if necessary). If you are concerned or unsure then of course seek your designated first aider's advice. Classroom kits containing wipes and plasters were distributed to each class for these minor injuries.

Partnerships



Rotherfield
Primary School

1. Soft Federation -Newington Green, and Rotherfield Primary Schools.

Both Newington Green and Rotherfield Primary School will retain their own individual identify, ethos and uniqueness.

Both schools will aim:

- To ensure and consolidate a continued upward trajectory in outcomes and provision for the children at both schools.
- To share good practice from each school in developing teaching and learning.
- To sustain and develop quality leadership development opportunities for staff.
- To work together to identify and respond to key strategic challenges in both schools.

2. The Virtual School for Children who are Looked After

From September 2014 have been the supporting organisation to Islington's Virtual School for children Looked after.

3. Magic Breakfast

Magic Breakfast sponsor food for our breakfast club provision and also enable us to have bagels on the playground in the morning for children who miss breakfast.

4. Roehampton University

We have a partnership agreement with Roehampton University to host student placements here.

5. The Angel Islington Teaching School Alliance

In 2016 (awaiting confirmation), Newington Green became a member of the Angel Islington Teaching School Alliance. Through the alliance, NGPS will benefit from shared CPD and future teacher training opportunities.

6. **FutureZone:** Future Zone began life through the Government's 'Excellence in Cities' programme. It has evolved to be the current Futurezone. It is a network of schools based in Islington, supporting each other in high quality leadership and teaching development. It is Chaired by the Headteacher's of Gillespie and Montem Primary Schools and Newington Green is an active participant in the group. We currently have 17 member schools (secondary and primary), based in the London borough of Islington who are all committed to sharing ideas, good practice and supporting each other's communities.

Futurezone are currently working on developing a new website and platform for inter school networks. Check out: <http://www.futurezoneschools.co.uk>

Safeguarding and Child Protection

Safeguarding children from harm is everyone's responsibility here at Newington Green.

In its widest sense it means making children feel safe, and includes a wide range of issues (Health and safety, security of the building, safer recruitment, child protection, knowledge of and feeling comfortable about talking to adults about how they feel or concerns they have).

DSB's are issued every 3 years.

Practical examples of good safeguarding practice are:

*Challenging unidentified adults who may be on site.

*Referring Health and Safety issues to the premise manager immediately.

*Ensuring gates are locked.

*Staff following child protection procedures rigorously.

* Having rigorous recruitment procedures

If you have any concerns about a child please record them on a sharing concerns form AND discuss them directly with Mairead McDonnell (Head of School). During 2017/2018 Jess Beesen-Smith will be the DSL in Mairead's absence. If concerns are of an urgent nature a message must be sent to the office and a member of SLT will attend.

There is an expectation that all staff will have read the CP Policy and Keeping Children Safe in Education Document.

Newington Green Policy on Staff who have children attending our school.

The aim of this policy is to clarify the issues relating to parents of children in our school who are also members of staff.

Deployment

Staff will not be class teachers to their own children. Staff will not deal with incidents in school relating to their own children for example, playground incidents or purple card behaviour.

Attendance

It is expected that staff will attend work, even when their children are sick. Staff are expected where possible to make arrangements for the care of their child in this event. In the event of an emergency Special Leave may be requested, this may be paid or unpaid in line with the policy.

It is expected that children will attend school even if staff are off sick. Children's progress cannot be affected by the attendance or non-attendance of their parent(s).

Raising issues regarding your child

As the parent it is expected that you will act on your own behalf, and in the context of following school procedures and protocols. Other family members should not be involved in raising issues with the school unless they have parental responsibility for your child. In such cases both parents should be present at all meetings.

If you have a concern you must raise this concern directly with the class teacher as any other parent would. If the issue remains unresolved, please approach the phase leader to arrange a meeting. If the issue cannot be resolved you must arrange to meet the line manager of the Phase Leader who is the Deputy Headteacher. As in the complaints procedure the last resort if your issues have not been resolved is to meet with the Headteacher. Please ask for a copy of the complaints procedure if you are unsure.

Working with parents

It is expected all parents, including staff members follow the policy laid out in 'Working with Parents', which is published on our school website. This relates particularly to expectations of conduct from both parents and staff.

Timings of meetings

All meetings with regards to your child should be conducted outside your working hours at a time mutually agreed- for example before or after school.

Working within the policies of the school

It is expected that you will work within the policies of the school at all times both as a parents and as a staff member. All policies can be found on the staff drive, staff handbook or the school website.

If you are found to be in breach of procedures/policies the school can impose a fixed term ban from the school site to you as a parent. This will mean that you cannot collect your child from school, and must make other arrangements. Any breach of procedures/policy as a parent may also need to be considered under the school procedures/policies for staff, if appropriate.

If you are found to be in breach of protocols or procedures in regards to being a staff member, disciplinary action could ensue.

These expectations are in response to staff concerns about workload around planning. They seek to minimise staff workload whilst ensuring the quality of teaching is at a minimum standard of consistently good.

Expectations	EY teachers	NQTs, and staff less than consistently good on triangulation (based on latest triangulation review meetings).	Teachers good or better (based on latest triangulation review meetings).
Guided Reading	Guided reading- as per circulated by Carmel. Kept in folder in classroom- above PC in teaching wall.		
Weekly literacy	EY planning as now	Flipcharts with Dates, LO, SC and Guided groups clearly demarcated-monitored, saved on Staff drive 'Planning 2015' by 9.00am every Monday morning, and emailed to line manager weekly (Cheska/Nic or NQTs Jess). NQTs to send written plans to their mentor for the subject they are planning and save adapted flipcharts on the shared drive for the other subjects.	Flipcharts with Dates, LO, SC and Guided groups clearly demarcated saved on Staff drive 'Planning 2015'.
Weekly maths	EY planning as now	Flipcharts with Dates, LO, SC and Guided groups clearly demarcated-monitored, saved on Staff drive 'Planning 2015' by 9.00am every Monday morning, and emailed to line manager weekly (Cheska/Nic or NQTs Jess). NQTs to send written plans to their mentor for the subject they are planning and save adapted flipcharts on the shared drive for the other subjects.	Flipcharts with Dates, LO, SC and Guided groups clearly demarcated saved on Staff drive 'Planning 2015'.

Teaching Assistants will need to be aware of what they are doing in lessons, so they can provide good support to pupils. Teachers may want to do this through talking through lessons in their PPA slot with their TA, email details to them using the flipcharts. If there is a concern that TAs are not well directed in lessons, full planning may be required.

If at any time other sources of monitoring lead us to have concerns about planning or teaching, line managers will discuss this with teachers. Line Managers may ask staff to revert to full planning if they feel this would support pupil progress better.

Please note there may be times when full planning in the old format is required; for example for staff returning from leave, or those new to the profession.