



ST. JUDE'S CATHOLIC PRIMARY SCHOOL

STAFF INDUCTION BOOKLET 2023-24

Together, we learn, love and grow with Jesus

Safeguarding

If you have any safeguarding concerns do not hesitate to bring this to the DSL or DDSL immediately.

Our Designated Safeguarding officers are

Mr Wilson (Headteacher) Designated Safeguarding Lead (DSL)

Mrs Ashurst (Pastoral Manager) Deputy Designated Safeguarding Lead (DDSL)

The school operates a Safeguarding and Child Protection Policy alongside statutory guidance published by the Department of Education, 'Keeping Children Safe in Education'. This document can be found in the staff room or in the school office.

School uses CPOMS to record safeguarding incidents. If possible, please record incidents to CPOMS but report any urgent concerns verbally to a Designated Safeguarding Officer.

Mobile Phones

The use of mobile phones is limited to the Staff Room, the reception area and office areas. There is a sign in the reception area to make visitors aware of this.

Lanyards

All visitors will be provided with a red visitors lanyard and supply staff will be provided with a blue lanyard. These should be worn at all times.

Staff – who's who?

Headteacher – Mr Wilson

Deputy Head Teacher – Mrs Jackson

Pre-school – Miss Penworth (Pre-school and Wrap Around Care Manager) and Miss Alder (Senior Early Years Practitioner)

Reception staff – Miss Parker, Mrs Brown (HLTA)/Mrs Wilkinson (HLTA)

Year 1 staff – Mrs Cregan (Monday, Tuesday), Mrs Crosbie (Wednesday, Thursday, Friday), Mrs Peet (TA)

Year 2 staff – Mrs Stevens, Miss Riley (HLTA) and Mrs Fairhurst (1:1TA)

Year 3 staff – Miss Oxenham, Mrs Quinn (TA) and Miss Kear (1:1 TA)

Year 4 staff – Mr Elwell, Mrs Quinn (TA) and Mrs Barlow (1:1 TA)

Year 5 staff – Miss Hulme, Miss Dooney (TA) and Miss Lovell (1:1 TA)

Year 6 teacher – Mr Parry, Miss Dooney (TA)

Business manager – Mrs Angela Shaw

Pastoral Manager – Mrs Mel Ashurst

Receptionist – Mrs Kath Hongkins

Caretaker – Mr Shaun Keen



(Please refer to our school website for further policies and information - <https://www.saintjudes.wigan.sch.uk/policies>)

Times

School gates open at 8.45 and children are welcome to come into class from that time through their classroom door.



Register is taken at 9 using SIMS. Classroom doors are closed and any children who arrive later than this must go through the office where they will be marked late.

Breaktime is 10.00-10.15. Please check the rota to see if you need to cover your teacher or TA break duty.

Lunchtime is staggered from 12.00-1.15. Reception start at 12 and finish at 1. Y1 children go into the hall at 12.10, Y2 children go into the hall at 12.15 and all other children go out onto the playground until called in by a teacher. Again, please check the rota and cover your teacher or TA lunch duty. Lunch ends at 1.15 for Y1-Y6.

If the weather is bad, wet-play is held in class – SLT on duty will direct staff.

School ends at 3.15 and children are collected from their classroom. A list of adults who can collect a child is on each child's SIMS record.

Medical information



If a child is unwell and needs to go home then the teacher/teaching assistant should call the child's parent or contact to arrange to be collected. Inhalers and medical plans are kept in a navy bag in each classroom.

First Aid supplies are stored in the medical room however each class is equipped with a First Aid kit. The First Aid kit should be positioned near the sink. Any child who has been injured should be assessed and the injury must be recorded in the Accident Book along with the details of any treatment provided. Accident books are situated in the medical room, in the pre-school kitchen, in the school office and classrooms.

All first aiders are trained to administer minor first aid. We also have two designated first aiders in school. Should it be deemed necessary to contact the parents then this must be done by whoever has dealt with the injury so that a proper opinion and assessment can be provided to the parent. Green posters, showing lists of current first aiders and nearest first aiders are displayed around school. If a child has a head injury, then red letters and red wrists bands (that go on the left arm) are to be given out. These are kept in the First Aid room.

The school has a **defibrillator** which is kept on the shelf in the Medical Room. All the first aiders are CPR trained and have received training on using the defibrillator. However, in an emergency situation ANYONE can use the defibrillator; the machine has audio and will give you step by step instructions.

Please visit the staffroom to make yourself aware of those children in our school with medical conditions.

STAFF NAME	TYPE
Shaun Keen	EMERGENCY FIRST AID
Kath Hongkins – Designated	FIRST AID AT WORK 3 DAYS
Lorraine Fairhurst – Designated	FIRST AID AT WORK 3 DAYS
Gail Peet	PAED
Charlotte Quinn	PAED
Carys Lovell	PAED
Joanna Cheetham	PAED
Joanne Parker	PAED
Teresa Barlow	PAED
Lauren Penworth	PAED
Leanne Alder	PAED

Fire drill

In the case of a fire or fire-drill please go to the nearest exit and make your way to the big playground, unless otherwise instructed. If you are on the KS2 side of the school use the outdoor gate key and go through gates to get around to the big playground. Our alternative assembly point, if the playground is unsafe, is St James' C of E Primary School playground. If you have any children with you, please ensure they are out of the building first and then close the door behind you. When out on the playground a class register will be provided to check if all children are out of the building.



The headteacher, or any member of SLT should be alerted immediately if any children are missing.

No one must re-enter the school under any circumstances until the all clear is given by the headteacher.

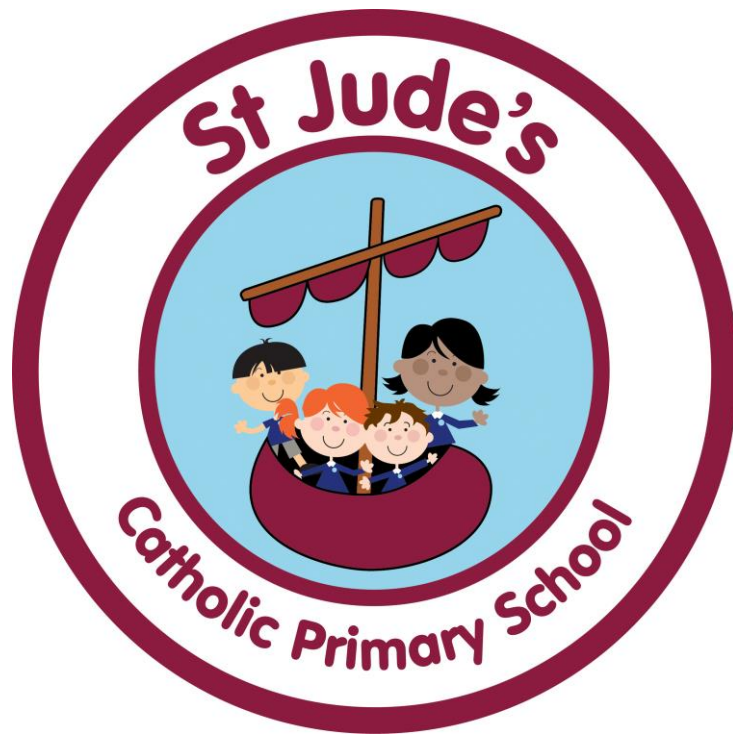
Health and Safety

It is every member of staff's responsibility to ensure the school is a safe environment. Staff should familiarise themselves with the school's 'Health and Safety Policy'. Please see our school website for our Health and Safety Policy.

Recording of incidents

The headteacher should be informed of any physical, verbal or racist incidents. School has a responsibility to report these to both governors and the Local Authority.

Behaviour policy



BEHAVIOUR POLICY

Together, we learn, love and grow with Jesus

Approved: Autumn 2022

To be reviewed: Autumn 2023

St Jude's Behaviour Policy

Rational

At St Jude's Catholic Primary School we believe that children learn best when they have clear knowledge of what is expected of them on a day to day basis. Children need to understand that there will be rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will learn and achieve.

To ensure that all our children can progress academically and work together in a caring environment, the school community; children, parents, governors and staff discussed how we want our children to conduct themselves in and out of school. Our ideals can be summarised by 5 rules. These rules are based on our Catholic Values as well as our British values.

Each child will be given a behavior card which will be used to identify up to 5 warnings, warnings will be given for not following the school rules. Any child who does not receive a warning for the whole week will receive a raffle ticket and each half term prizes will be awarded.

ST JUDE'S SCHOOL RULES

SHOW RESPECT

BE KIND

LISTEN

WORK HARD

BE HONEST

Whole School Class Rules

School operates a 'no hands up' or 'shouting out policy, this reflects the questioning strategies used with Rosenshines principles. Read, Write, inc hand signals will be used by staff across school to give commands.

Consequences

The consequences and warnings system outlined in the Consequences of Behaviour Chart will be used at all times by all staff. Any child behaving in a manner regarded as 'serious' at lunchtime should be brought to the senior staff member on duty who will then make a decision as to what steps should be taken. A child may enter the Consequence of Behaviour Chart at any stage depending on the severity of the incident.

Rewards

Dojo points will be handed out for good behavior /good work etc.

Parents will be informed when a child has done particularly well during the day.

Each week during praise assembly, the child with the most dojo's in each class will be named 'Star of the Week' and they will receive a certificate and 'star' stationary.

At the end of each half term there will be a raffle draw. Children receive raffle tickets for completing a week without any warnings.

Restraining

On rare occasions a pupil may require restraining for his/her own safety and that of others. At St Jude's we use the Local Authority approved Restraint programme – 'Team Teach.' Only members of staff who have been trained should restrain pupils. When a pupil has been restrained it must be recorded and the appropriate paperwork completed. All incidents of restraining must then be reviewed and authorised by either the deputy head teacher or the head teacher.

The role of all adults in school

To have high expectations of behaviour at all times, to communicate and model this, within and beyond the classrooms.

To emphasise and reward positive behaviours at all times.

To follow the consequence route and reward system consistently in order to ensure that positive behaviour choices are made.

To work with parents in managing their child's behaviour, as necessary.

The role of the Headteacher

To implement the Behaviour Policy consistently throughout the school.

To support its implementation by all other relevant members of the school community.

To keep clear and complete records of all serious incidents and keep parents and governors informed of such.

To work with parents in managing their child's behaviour, as necessary.

To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines.

To monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body when required.

To ensure that the behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.

The role of the governing body

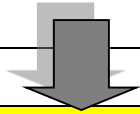
To support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.

To support the Headteacher in implementing the policy, and offer advice with regard to specific issues as needed.

To facilitate and promote the regular monitoring and review of the policy.

Consequences of Behaviour Chart

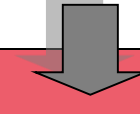
Stage 1	If I do this:	This will happen:
	Repeatedly ignoring / not following the SCHOOL VALUES	1 Warning 2 Warnings- Loss of playtime under teacher's supervision 3 Warnings- Loss of playtime under teacher's supervision 4 Warnings- 30 minutes loss of lunchtime in Y6 with SLT 5 Warnings = to move to Stage 2



Stage 2	If I do this:	This will happen:
	Repeated stage 1 offences (see <i>appendix 1.1</i>) and; Bullying Classroom / Playground Fights Derogatory comments about race, creed or culture (see <i>appendix 1.2</i>)	Blue Book Report Card Parents informed by letter (see <i>appendix 1.5</i>) Child to report to the Deputy Head or Pastoral Manager at break and lunchtimes with report card. Child must stay in at break and possibly lunchtime for the duration of time on a blue book (see <i>appendix 1.3</i>) Maximum of 2 blue books then move to stage 3 3 rd blue book= move to Stage 3

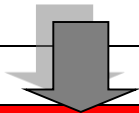


Stage 3	If I do this:	This will happen:
	Repeated stage 2 offences	Teacher to complete Boxall profile or SDQ IBP completed with child, caregivers, teacher and Pastoral Manager IBP report card with SMART targets Attend a positive behaviour course 45 mins once a week for 5 weeks at lunchtime.



Stage 4	If I do this:	This will happen:
	Repeated offences from stage 2 and 3 Bringing dangerous items into school	Red Book Report Card Parents to meet with headteacher/Deputy Child to report to Headteacher at break, lunch and end of day.

		<p>Child must stay in at break and lunchtime for the duration of time on a stage 3 red book</p> <p>All privileges will be withdrawn. (see appendix 1.4)</p> <p>Referral to Emotional Containment Course, relevant course or intervention in school.</p> <p>Maximum of 2 red books then move to stage 5</p> <p>3rd red book= move to Stage 5</p>
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Stage 5	If I do this:	This will happen:
	3 or more entries in the red book	<p>In School Exclusion for one day- work set by the teacher completed under supervision of a senior member of staff away from the classroom.</p> <p>Parents invited in for a meeting with headteacher</p> <p>Child to report to Headteacher at break, lunch and end of day.</p> <p>Request for PSP (Pastoral Support Plan) from the local authority and the Education Targeted Support Team.</p>
Stage 6	<p>Extreme Violence</p> <p>Physical abuse to staff</p> <p>Malicious false allegations against staff</p> <p>Not responding in a positive manner to Stage 4</p>	<p>Fixed Term Exclusion</p> <p>Referrals to other agencies if appropriate such as Targeted Youth Support Service</p>
Stage 7	Repeated stage 5 offences	<p>Referral and placement within a PRU</p> <p>and/or</p> <p>Permanent exclusion (see government guidance)</p>

Please be aware these are options available at each stage

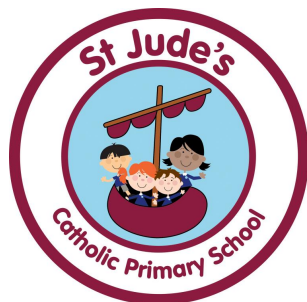
Universal	<p>Class based consequences and reward systems</p> <p>Class Dojo</p> <p>Weekly Behaviour whole school target</p> <p>PSHE</p>
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Stage 1	<p>Reflection time as appropriate</p> <p>Key adult daily check ins (TA)</p> <p>Personalised daily target (TA/Teacher)</p> <p>Consider My Day report at class level</p>
Stage 2	<p>Blue Book Report</p> <p>Report to Mrs Ashurst at Break and Lunch</p> <p>Personalised daily target set by Mrs Ashurst</p> <p>Removal of break</p> <p>Removal of lunch if required</p>
Stage 3	<p>Boxall/SDQ</p> <p>IBP this is done with parents, child, teacher and pastoral manager- 5weeks</p> <p>5 week behaviour course</p> <p>Morning Check in with Pastoral Manager</p>
Stage 4	<p>Red Book</p> <p>Meeting with Headteacher/Deputy and Parents</p> <p>Referral to next relevant course these may be but not limited to;</p> <p>Emotional Containment</p> <p>Lego Therapy</p> <p>Play Therapy</p> <p>Anger-Management</p> <p>Anxiety and worries</p> <p>Emotional recognition & Regulation</p> <p>Friendship and working together</p> <p>Counselling</p> <p>Art Therapy</p> <p>Lego Therapy</p> <p>Play Therapy</p> <p>Mindfulness</p> <p>Sensory</p> <p>Target Youth Support Service course (y5/y6)</p>

	Consideration will be given to referral to the TESS team in consultation with the SENDCo
Stage 5	Internal Exclusion TESS referral PSP managed through TESS and the specialist behaviour team. Referral to Targeted Youth Support Team if required (Y5 and above)
Stage 6	Fixed Term Exclusion Referral to Targeted Youth Support Team if required (Y5 and above) PSP requested if not already in place
Stage 7	Engagement Centre PRU Permanent Exclusion

Appendix

- 1.1- A child who repeatedly receives warnings for stage 1 offences but who never reaches 5 warnings will be placed on a blue book. This will be at the teacher's discretion and will be judged by a child's behaviour over a period of time.
- 1.2- Any knowingly racist comments will be classed as serious and will result in an immediate entry into the blue book. Any unknowingly racist comments will be discussed with the child. Repeated racist incidents may lead to a consideration under child protection procedures.
- 1.3- Children on a blue book must stay in each break time. Children may have to stay in at lunchtime, this will be based on the child's report for that day.
- 1.4- Any child on a red book will have all privileges withdrawn e.g. no visit to the ice cream van, no class trips, no team sports games etc.



Together, we learn, love and grow with Jesus

Dear Parents/Carers,

Regrettably, I have to inform you that today ##### has been placed on Stage 2 of our consequences of behaviour chart. This means they have received a **'Blue Book'** for the following reasons-

#####

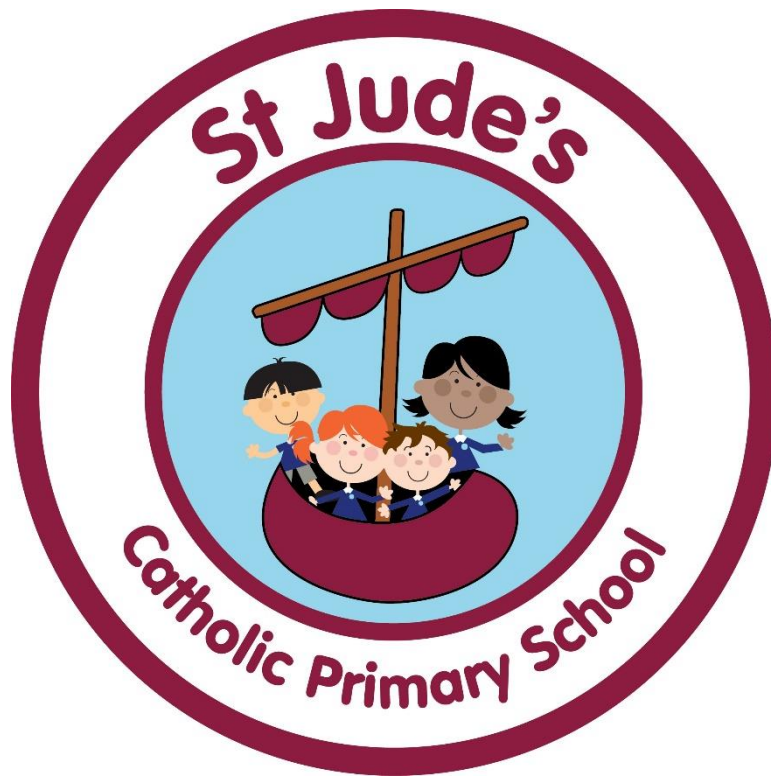
Whilst your child is on a blue book the following will occur:

- Your child will be placed on a report card in order to track behaviour over a period of one week.
- Your child will stay in for their break every day whilst on the blue book.

If your child's poor behaviour should continue or does not improve, then they will remain on report and move through the consequences of behaviour chart- this will lead to further disciplinary proceedings.

Yours sincerely

Mr D Wilson (Headteacher)



TEACHING AND LEARNING POLICY

Together, we learn, love and grow with Jesus

Written by: R. Jackson Autumn 2023

To be reviewed: Autumn 2025

Policy on Teaching and Learning

1. Aims

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

2. School Expectations

- Treat everyone, including yourself, with respect including each other's cultures and beliefs
- Always listen to others and tell the truth
- Work hard and do your best at all times
- Help staff and others to help you learn

This Teaching and Learning Policy deals mainly with Key Stages 1 and 2. Teaching and Learning in the Early Years is detailed in a separate policy. Provision for children with additional learning needs is detailed in a separate policy.

3. Teaching

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

We expect:-

- Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff to plan appropriately for all groups of children and access high quality resources

- That every lesson has a clear Learning Objective (LO) which is explained to the class and which remains on display throughout the lesson
- That all lessons demonstrate key elements of good AfL practice utilising a variety of cooperative learning structures
- That activities are differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- The development of vocabulary through Speaking and Listening activities to be present in all lessons
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess children regularly and gather evidence for pupil progress meetings
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- TA's to be fully involved in lessons
- Staff to regularly mark children's work and provide instant verbal feedback to help children make progress within a lesson
- Staff to encourage children's independence
- All lessons to have a plenary so that the lesson can be reviewed and assessed against the Success Criteria

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn.

4. The Learning Environment

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school. Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence. We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility.

We will ensure that each KS1 and KS2 classroom has:-

- Clearly labelled resources
- School expectations for behaviour displayed
- Procedure for Fire drill/ staff responsible for first aid

Display

Teaching staff are responsible for classroom displays and displays in shared areas of the school.

Displays should reflect the learning taking place as well as cultural diversity and should be labelled. Displays should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained.

Silent signals

We operate a 'no-hands up' policy at our school. We want our children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. Children are aware of the expectations and teachers don't waste time in instructions unnecessarily. We use the RWI Silent Signals. See Appendix 1.

5. The Curriculum

With the help of the whole school community, St Jude's has developed a curriculum which we feel is relevant and exciting and addresses the aims below. It is a skills based curriculum which aims to draw curriculum links in a meaningful way.

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the 2014 National Curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group. Curriculum intent, implementation and impact statements have been written by subject leaders and progression maps and knowledge organisers for each subject are in place, supported by subject action plans which are evaluated throughout the school year.

The whole curriculum should enable learners to:-

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature and technology
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others

6. Assessment

At St Jude's Catholic Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do
- Be used to make children aware of the level at which they are working
- Ensure children are aware of the learning outcomes and success criteria (Steps to Success) to support their means of achieving success
- Give children positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- Involve children and teachers in recognising what needs to be done to improve work
- Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with special educational needs, we give due regard to information and targets contained in the Child Centred Plans (CCPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

Children are assessed in Reading, Writing and Maths once per term in December, March and June. A variety of assessment tools are used including past SATs papers, NFER test papers but most importantly teacher assessment. Assessments are then entered onto Target Tracker. Assessments

are moderated by members of SLT. Teachers discuss children's assessments with parents on a termly basis. Teachers also have pupil progress meetings with SLT termly to discuss progress and attainment and how this has informed their intervention. Foundation subjects are assessed using knowledge organisers and pupils can show what they have learnt based on what they were taught for each unit. Pupil voice also plays a vital role in assessment where teachers and subject leads regularly speak to children to assess knowledge and understanding.

Children in Reception are Baseline in the first weeks of September. Y6 children take statutory KS2 SATs tests in May. All Y6 work is moderated internally by the SLT.

Feedback

Please see Feedback policy.

Assessment for Learning

We follow White Rose for Maths and Science planning, Literacy Tree for English planning, MGL for Computing, Charanga for Music and Wigan Athletic for PE. Planning is a Powerpoint Presentation format.

All lessons should contain these AfL elements:-

Planning

- Use assessments from the plenary of the last lesson assessment related to success criteria—are children secure/ require reinforcement? Peer / self assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning - What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria—older children can generate their own - what will make this a good piece of work? How will I know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Use mini plenaries for example to revisit LO and Success Criteria to share a good example—have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus groups

Plenary

- Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

8. The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject coordinators, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.
- Regularly meet with subject coordinators to discuss progress and developments in subject areas.
- Observe teaching and learning and participate in pupil voice to see good practice, not to make judgements

9. The role of parents

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

- by holding parents' evenings
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents yearly reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to support children to engage in home learning and to keep in regular contact with the school and their child's class teacher
- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

10. Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every year, or earlier if necessary.

The Silent Signals

We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
 - raises one hand in response;
 - checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;
 - looks attentively at you – eyes locked into yours to show they are ready to listen;
 - sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Turn to your partner (TYP) signal

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair. **Perfect Partner signal.**

Run one hand down the outside of the opposite arm, to remind children to:

- sit up straight beside their partner
- be ready to turn and talk to their partner.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you. My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand.
- Hold up two fingers: children walk and stand behind their chairs.
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to carpet.
- Hold up three fingers: children sit down beside their partners.

Silent handwriting signal

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates that children sit with their:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip.