



Bolton By Bowland & Grindleton C.E. Primary Schools

Internal Consistencies July 2019:

Non-negotiables

These will form part of the criteria for walk throughs/appraisals/observations/book looks/pupil conferencing but will be routed in our Christian Vision Statement

As a unique village school, inspired by our Christian love, we strive to nurture our family to 'belong, believe and blossom'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.

'Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.' Psalm 100:3

Learning Environment:

- Reading areas. All classes will have an inviting reading area. This will be combined with a reflection/prayer area. There will be displays of reading prompts, quotes, AFs, key questions and texts being read. A reading race/challenge board could be developed with the children. On each class door there will be a poster with staff names and what they are reading at the moment written on.
- All classes will have a Worship/RE area and display. This will be linked to our school values, the themes for worship, some of life's 'big' questions, the RE unit. It should provide a quiet space for children but should also be interactive. The mission statement, mottos and values should be displayed. Things to go into the area are; a prayer tree/jar (so children on the prayer rota will have something to use in worship), age appropriate Bibles and books, artefacts (cross) and the RE/Worship scrap book. *Some of the packs on the worship shelves have many good ideas that can be used as a starting point.*
- Evidence of RE and Worship work will be in the RE/worship area so that children and adults can always access them. Values lived at home should also be referenced within the RE scrapbook.
- There will be working walls for both English and Maths to reflect and support learning affecting outcomes. These should be situated at the front or as near to the front of the classroom as possible. Learning objectives, WAGOLL and work to support learning will be included.
- Anything displayed to support children's learning should be at an appropriate height for them to access, e.g., phonics prompts, words, alphabets, number lines, etc. This is



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particularly important for the younger children. Work will be backed and displays maintained.

- Classroom displays will have children's work based on core learning and used as a teaching tool. Work in corridors will be a celebration of foundation subject work, trips or visitors. A Bible quote must be added if appropriate.
- Displays must be kept up to date and fresh. Please staple up anything falling off. Even if it is not your display.
- Books will be A4 and kept in good condition. If they are not, ask for a replacement. New Avery book labels with the school logo on will be used and written on by the teacher at Grindleton. Books with printed covers have been supplied for Bolton by Bowland.
- Surfaces in classes will be free of teacher materials (including mugs) and general clutter.
- All rooms/corridors will always be kept tidy - this is a collective responsibility!
- Any teacher resource books, or files will be stored away in a cupboard and not in the class. Children's books and resources will be on display in the class only.
- EY & KS1 will have accessible 'Role play' area that is changed and developed $\frac{1}{2}$ termly (this may link to the theme) but is led/enhanced by children's needs and choices and gives opportunity for independent reading and writing to be done and assessed.
- Kagan structures and Learning Behaviours will be incorporated into planning and used as an effective teaching strategy where appropriate. Structures will be displayed in classes.
- Promote independence at every given opportunity. Display the brain, book, buddy, boss poster to do this.
- Twinkl and Sparklebox will not be overused in classes. Twinkl subscription will not be paid for by school.
- **Feel free to have a go/take risks and make mistakes. Children seeing this will feel more comfortable making their own mistakes and taking their own risks.**
- **Be exciting and dynamic, get up and active and get the children up and active**
- Drinks in the classroom - cold drinks in bottles during lessons are acceptable. Hot drinks can be consumed in class when no children are present. Hot drinks on the yard will be in safety cups - Reed Education cups available.
- A cursive style of handwriting will be used in books and when modelling any writing in class from entry to school.

General:

- We all have high expectations - everyone achieves, no excuses!
- We have high expectations of behavior and will not accept anything less!
- Consistent use of the behaviour policy by all staff always to **positively promote** behaviour of all individuals.
- Dojos will be displayed on computers/iPads and awarded for doing the right thing. These are totaled weekly and certificates/badges awarded when a certain number of points are reached.



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- Children will be treated in a fair and compassionate manner. We avoid shouting at children.
- We are always collectively responsible for all the children in our school - in all areas and at all times.
- We give and take to contribute to the betterment of the school.
- Children are encouraged to dress smartly for school - keeping to the school's uniform policy. All staff will reinforce expectations.
- Adults will dress smartly for school - we are ambassadors for our school and therefore should present ourselves to reflect our high expectations (e.g. smart shoes (trainers for PE only), appropriate length of skirts, shirt and tie (male), and covering of tattoos). A common-sense approach will be taken to anything not included here, as will reasonable exceptions after consultation with the HT.
- Staff will change into/out of PE clothing before/after the session where PE is being taught. If the children are 'changing' then they need to see the teacher doing it.
- Mobile phones **MUST** not be used in class, on the yard or during lesson time (particularly in front of children).
- Children, teachers and TAs will be in class promptly.
- Lesson time will always be maximised - every minute counts! Teachers and TAs will be in class during lessons all the time.
- TAs will be used constructively when not supporting children in class.
- Teachers will spend time with SEN groups and not leave them solely to TAs.
- Use stepladders for displays and trolleys for moving items. Do not store large, heavy items on the top of cupboards (only use small boxes)
- Follow the staff code of conduct. It is there to protect people and their professionalism.
- There will be consistent use of all other policies adopted by school
- To create a sense of pride in their own equipment and to encourage them to look after things more, children in KS2 will have personally labelled pencil cases, pens, pencils, pencil crayons, glue sticks and rulers. Equipment that is shared will be labelled as belonging to the class/table.
- Trays in the staffroom will be used to hand out any documents or post so **please check them regularly**.
- Planning is yours but must include the following - direct teaching, outcome, support and differentiation. The templates will be used and are on the server. It will be stored on the server for monitoring by the HT and subject leaders.
- Staff will submit requested documents and data etc. on time
- Staff will have an annual appraisal meeting in September/October and then two further review meetings in Dec/Jan and Apr/May. Targets will be objective led and linked to the teacher standards/UPS standards/HT standards, the school improvement plan and the improvement of performance and education for all.
- Teachers and TAs will be subject to regular monitoring.
- The EYFS children will have continuous access to water and fruit.



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Curriculum:

- We expect all teaching to be at least good. We expect all support in class to be at least good.
- We expect all teaching staff to adhere to the Teachers Standards as a minimum expectation (attached)
- Learning Objectives/steps to success, discussed and revisited during lesson with success criteria mapping out expectations
- Learning objectives will be taken from KLIPs and not the 'activity'
- Foundation subject lessons will provide the appropriate entitlement for the year group - e.g. a History lesson will support the Y3/4 and Y5/6 in KS2 and EYFS/Y1/2 learning in KS1.
- Mark to the Learning objective with clarity about what has been done well and what needs improvement.
- Presentation: pens from Y3 for writing (license given when deserved), numbers in squares in pencil for Maths, long date for literacy and foundation subjects, short date for Maths, date, title, LOs all underlined with ruler and in pencil, use of DUMTUMS.
- No graffiti on books - promote a pride in books.
- Homework will be clearly outlined (in a half termly planner) to parents at the 'meet the teacher' sessions, set regularly, completed and handed in on time. Equally, it must be marked so parents are aware of feedback. High expectations at all times!
- Teachers will send home a newsletter outlining the topic being studied and work children will be doing in English and Maths (school template available)
- All teachers will liaise and communicate plans with TAs working in partnership. The children are the responsibility of the class teacher and they should complete the planning. PPA will be planned for by the member of staff covering it.
- Teachers and TAs must be actively supporting children, when required, throughout the lesson. No time should be wasted.
- Regular use and review of subscription websites to ensure value for money is being achieved. Please advise the HT if they are not being used.
- Effective differentiation for all learners across all year groups to ensure children receive the objectives related to their year group and make good progress
- Opportunities for children to work in mixed ability groups as well as in ability level groups.
- A variety of teaching strategies will be used to get the best from all learners.
- A curriculum adapted to the needs of the children with essential learning experiences planned (and recorded on the tick list) for the year in advance.
- Evidence of wider curriculum activities/visits/visitors to be put in the school evidence floor book, put on the Facebook page and the website.
- To build a profile/Tapestry used for assessment in the Early Years Foundation Stage. This will build up to create learning journeys and ongoing assessment.
- All staff to use the school tracker to record, track and monitor children's process.



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- The school marking and feedback policy will be used to inform children of their progress in lessons.
- There will be consistency in subject leader files.
- Teachers to attend pupil progress meetings termly
- Teachers will plan intervention activities for those that require it. It will be delivered by a TA

Literacy:

- Quality opportunities for Speaking, Listening, and drama activities will be incorporated in all aspects of Literacy.
- Use scaffolding/teacher modelling for writing: WAGOLL (what a good one looks like)
- Writing opportunities will be included in all areas of continuous provision in EYFS
- Spelling books/dictionaries/vocab mats/displays etc. should be used independently.
- Spelling, vocabulary and grammar should be taught at the start of every English lesson in all year groups.
- Daily reading - class novel and independent reading done in DEAR sessions, 1-1 for non-readers.
- Children will lead the reading in Guided Reading and the reading phase of English lessons.
- Home school reading records to be monitored & parents communicated with on a regular basis.
- Phonics sessions will be delivered daily for Early Years, KS1 and those who need it further up the school
- Guided reading to be delivered on a minimum of 4 days. Whole class GR in KS2, group lower down the school. Guided Reading evidence books to be used in class to record pre/post reading work.
- Independent writing opportunities must be done once a week; this must be cross-curricular. This can be done on any day of the week in English and in other lessons. The work will be recorded in the Author's Writing Journals, which will be your independent writing that can be used for assessment.
- The four phase English planning process will be used. Along with the planning format.
- Home reading journals for each child. These will have age appropriate and personal learning activities to complete at home once the child has read with their parents. This will be returned to school and marked.
- A cursive style of handwriting will be modelled and used throughout the school. This will be taught and picked up on in lessons or given as a homework task
- A cursive style of handwriting will be used in books and when modelling any writing in class from entry to school.

Maths:

- A mastery approach to Maths will be used
- All pupils will be fluent in the fundamentals of mathematics, reason mathematically and solve problems.



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- Opportunities for cross curricular maths links will be included - e.g. DT and Science
- Aspirational Maths modelled by staff with a positive, 'can-do' attitude for all
- Practical resources accessible to all learners
- Promotion of mathematical habits (pattern investigating, inventing, visualising, experimenting, describing, tinkering, conjecturing and generalising.)
- By the end of Year 4 children will know their multiplication and division facts up to 12×12
- Provision of low threshold/high ceiling activities (i.e. - all access the activity but it can be taken to different levels of difficulty)
- For all children to be confident mathematicians with secure number skills by the end of Key Stage 2.
- All children from Year 2 upwards will have a log in for Timetables Rockstars. This will be done at home (included in the planner), the start of the day or in lunchtime club. Certificates will be awarded half termly.
- Children will not complete row after row of calculations without knowing why or how they can be used to solve problems (not word problems)

Maths Mastery

- The whole class (unless a child is on a very different journey) moves through the topic at broadly the same pace
- Each topic is studied in depth and the teacher does not move on to the next stage until all the children demonstrate that they have a secure understanding of the mathematical concept being taught. Children who do will be stretched with additional problems that require deeper thinking.
- Children are given time to think deeply about Maths and really understand the concepts at a relational level rather than a set of rules or procedures. This slower pace leads to greater progress because it ensures that the children are secure in their understanding and teachers do not need to revisit topics as much as they did once they have been covered in depth.
- All children have access to the Maths curriculum. This inclusive approach and its emphasis on promoting multiple methods of solving problems (not word problems) builds self-confidence and resilience.
- There will still be differentiation. Those that grasp the concepts quickly will be challenged with more sophisticated problems within the topic. Those who have not sufficiently grasped the concept are provided additional support to consolidate their understanding before moving on.
- Intervention will be immediate and done within the lesson.
- Jerome Bruner's concrete/pictorial/abstract approach will be used at the appropriate stage in a child's Maths education. Concrete (real things), pictures (models) and finally abstract (notation or 'sum')



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Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.