



GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



Teaching and Learning Policy

Aims & Rationale

With the Christian value of LOVE at its heart, we have an inclusive community built on the Christian values of courage, truth and respect.

We engage, excite and enthuse our pupils, valuing each as an individual to be nurtured and enabled to achieve their potential in a safe and happy environment.

We nurture every child in a secure and positive learning environment so that each one is a happy, confident learner who thrives in a culture of equality. We enable each child to develop their spiritual growth and moral understanding. Every member of the Great Rollright School community is valued and respected, so that everyone can have a positive attitude to themselves, others and life. We inspire high self-esteem and aspirations, we recognise the talents of all, we value personal and academic achievement and we celebrate the success of each and every individual.

At Great Rollright School we aim to promote 'best practice' and to establish consistency across the whole school.

This teaching and learning policy has been written in consultation with the staff of Great Rollright School and with reference to the Ofsted criteria for Teaching & Learning. It aims to ensure that the pupils at Great Rollright School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what they do, what teachers do, how time is managed, the organisation of the classroom and what the school, as an organisation, does to create an effective and well-managed learning environment in which the individual needs of each child can be met. Annex 1 to this policy is the Assessment policy (including The Marking Code), Annex 2 is The Behaviour Policy, Annex 3 is The Curriculum Policy and Annex 4 The Homework Policy.

Aims

Through this policy we aim to;

- establish an agreed range of best practice in respect of teaching and learning,
- enable staff to identify aspects of best practice that they wish to develop and in which they would welcome support,
- continually strive to improve the quality of learning experiences offered to pupil,
- provide an agreed focus for monitoring the curriculum,
- and raise standards of attainment across the school.

For effective and successful learning to happen we believe in the following set of principles:

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Pupils learn best when they;

- are happy,
- are interested and motivated (and we appreciate this may vary according to gender),
- achieve success and gain approval,
- are given tasks which match their ability and potential,
- clearly understand the task,
- feel secure enough to make mistakes,
- are confident and aware of boundaries,
- are challenged and stimulated,
- feel valued as a member of the school community.

We also believe that;

- all pupils should respect the rights of others to learn,
- learners and teachers have individual learning styles that influence their learning potential,
- learning outside the classroom is an important element in the learning experience at school,
- offering opportunities to learn in a real world context should be promoted,
- the quality of communication between the teacher and learner is essential for effective learning,
- all learners should reach their full potential as confident, capable and caring individuals,
- pupils should be given individual strategies to overcome barriers to learning,
- and that each pupil has great potential to learn and achieve success.

The Role of the Teacher

All teachers must ask themselves:

- Do I provide a caring and supportive learning environment?
- Will my planning and preparation lead to stimulating learning?
- Do I know each individual in my class? (Prior attainment – FS Profile, KSI SATs, targets set and met, learning needs – IEPs, IPBs,)
- Do I provide my pupils with feedback and praise?
- Does my teaching help pupils to know where they are in their learning and how they are progressing?
- How do I best deploy TAs/other adults in my lessons?
- Do I seek to stimulate enquiry through effective questioning?

A caring and supportive learning environment will;

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- nurture the emotional, intellectual, spiritual, creative and physical well-being of the pupils,
- meet the individual needs of each learner,
- stimulate pupils' curiosity as well as desire and love of learning,
- give pupils the confidence to take risks and learn from mistakes,
- encourage pupils to listen to, and value, the opinions of others,
- and motivate pupils to persevere.

Planning and preparing for stimulating lessons involves;

- catering for the learning styles and individual needs of all learners,
- providing time for the pupils to demonstrate their prior learning,
- collaborating with colleagues,
- using visual, auditory and kinaesthetic approaches to teaching and learning,
- planning for plenary sessions,
- utilising displays to motivate, reinforce concepts and value students' work,
- varying the pace of teaching,
- use of effective questioning
- and ensuring the involvement of pupils in their own learning.

Feedback should;

- build every pupil's self esteem,
- where possible, be immediate,
- encourage, motivate and reward,
- support the individual pupil's development and progress,
- include a balance of discussion and written comments; (see marking policy and guidance),
- be explicit,
- and be relevant to the aims of the lesson.

The Learner's role

*Learning is **active, experiential and communicative**, and as such, the learner must be an **active participant**.*

In order to be effective learners, pupils should be given the opportunity to understand learning objectives and therefore;

- be aware of the learning intentions and support the creation of success criteria,
- be involved in setting their own targets and monitoring their progress towards them,
- be encouraged to recognise their own potential and ability,

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- develop an awareness of their own preferred learning styles,
- and take pride in the presentation of their work.

They also need to understand learning processes and therefore;

- be observant,
- seek information independently,
- read and use ICT to gain information,
- pose questions and solve problems,
- communicate ideas and information through speaking, listening and writing,
- apply what has been learnt to other situations or in a cross curricular context,
- and evaluate their own and others work and their learning.

Planned Variety in the Classroom

A variety of teaching and learning styles should be used, embracing multi-sensory techniques, visual, auditory and kinaesthetic.

This might include;

- teacher talking/modelling, students talking/teaching each other,
- visual representation through pictures, posters, mind maps, use of board, flip chart and interactive white board,
- displays which can optimise peripheral learning
- practical activities to reinforce learning will be included,
- ICT opportunities exploited to enhance learning in lessons and at home,
- and planning opportunities included for pupils to test and apply their new found skills in a variety of contexts.

Challenge and Engagement in the Classroom

- Research shows that pupils learn most at the starts and ends of lessons. Lessons should begin with a statement of the learning intentions, including a clarification of the success criteria against which learners can measure their progress at the end of a lesson.
- Teachers should embrace the fact that varied teaching styles; enthusiasm, praise and immediate feedback are highly stimulating for the brain therefore conducive to good learning.
- Lessons should be engaging with a challenging pace with full consideration for the variety of individual learners needs, reflecting research on concentration spans for each age group.
- Learners should be encouraged to be aware of their own learning styles.
- A range of differentiated strategies should be used to accommodate all learners, (More Able & Talented, SEN, EAL) including differentiated tasks using IEPs, IBPs, in-class support and individual help from Teacher/Teaching Assistant.

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- Group work should be used to stimulate interpersonal skills, with each learner being encouraged to work with a wide variety of pupils of different and varying abilities and ages.
- Reward and praise should be used according to our behaviour policy.

Monitoring & Reporting

The policy will be monitored by staff and the headteacher through lesson observations and book trawls, and by Governors when visiting and examining work and through discussions with children.

The monitoring of the policy will be reported to the Governing Body.

Policy reviewed and agreed by the Governing Body in September 2018

Policy to be reviewed September 2019

Signed.....

Helen Gormley

Chair of Governing Body

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Annex 1 - Assessment Policy and Marking Guidance

1. Introduction

Love is our over-arching Christian value and throughout our school life we reflect this value. Children at our school are well known as individuals; we aim to support every child in whatever way they need as well as we can.

We believe that creating an ethos and environment in which children can enjoy learning, and be offered opportunities to reflect, improve, and grow in confidence, is fundamental to learning and therefore to assessment.

We believe that assessment provides essential information to improve teaching and learning. We give our children regular feedback on their learning and opportunities to improve their work so that they understand how improvement can take place. We base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports, both verbal and written on their child's progress, so that teachers, children and parents are all working together to raise standards for all our children. We accept that assessment will include unexpected outcomes where what we intended to teach has not been learned but something else has! We believe that assessment should be both formative and summative.

2. 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 use manageable systems and processes
- to provide the headteachers and governors with information that allows them to make judgements about the effectiveness of the school.

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3. Types of Assessment

a. Summative assessment

Autumn (assessments to be completed after the first two weeks back)

	Writing	Reading	SPAG	Spelling	Maths
Year 1	Unaided write (recount) informed by previous	Twinkl objective tracking sheet	n/a	RWI assessment YR 1 phonics test	Twinkl objective tracking sheet
Year 2	year group assessment. Targets set. Writing objectives recorded using	Yr2 past SAT	Yr2 past SAT	RWI assessment YR 2 phonics re-takes test Past SAT paper	Past SAT paper
Year 3	Twinkl sheets.	NFER Autumn test for yr 3	NFER Autumn test for yr 3	n/a	NFER Autumn paper YR 3
Year 4		NFER Autumn test for yr 4	NFER Autumn test for yr 4	n/a	NFER Autumn paper YR 4
Year 5		NFER Autumn test for yr 5	NFER Autumn test for yr 5	n/a	NFER Autumn paper YR 5
Year 6		Past SATs	Past SATs	Past SATs	Past SATs

Spring

	Writing	Reading	SPAG	Spelling	Maths
Year 1	Unaided write (story) Targets updated.	Twinkl objective tracking sheet	n/a	Past Yr 1 phonics check RWI update	Twinkl objective tracking sheet
Year 2	Writing objectives recorded using Twinkl sheets.	Yr 2 past SAT	Past SAT paper	RWI assessment YR 2 phonics re-take test Past SAT	Past SAT paper

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Year 3		NFER Spring test for yr 3	NFER Spring test for yr 3	paper n/a	NFER Spring paper YR 3
Year 4		NFER Spring test for yr 4	NFER Spring test for yr 4	n/a	NFER Spring paper YR 4
Year 5		NFER Spring test for yr 5	NFER Spring test for yr 5	n/a	NFER Spring paper YR 5
Year 6		Past SATs	Past SATs	Past SATs	Past SATs

Summer

	Writing	Reading	SPAG	Spelling	Maths
Year 1	Unaided write (non-fiction). Targets updated. Writing objectives recorded using Twinkl sheets.	NFER Summer Yr 1	n/a	Yr 1 phonics screening	NFER Summer Yr 1
Year 2		YR 2 SAT	YR 2 SAT	YR 2 SAT Yr 2 phonics re- take	YR 2 SAT
Year 3		NFER Summer test for yr 3	NFER Summer test for yr 3	n/a	NFER Summer paper YR 3
Year 4		NFER Summer test for yr 4	NFER Summer test for yr 4	n/a	NFER Summer paper YR 4
Year 5		NFER Summer test for Yr 5	NFER Summer test for Yr 5	n/a	NFER Summer paper YR 5
Year 6		YR 6 SAT	YR 6 SAT	n/a	YR 6 SAT

Other Assessments

Assessment of children on the Special Needs Register

Some further assessment may be required for analysing the progress of children on the SEN Register. Evidence to demonstrate the progress of these pupils may be provided by:

1. Assessments created by teacher when the NC year band cannot be ascertained
2. Standardised test scores for reading and spelling repeated at appropriate intervals.

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3. Specialised tests such as The Hertfordshire Reading Test to be used to evaluate the success of interventions (see intervention proforma).

4. Achievement of targets following a review of an I.E.P.

This data is used to compare the progress of the SEN Register cohort with the whole school performance.

The assessment of children whose first language is not English:

It is necessary to consider the child within the context of their home, culture and community and full use should be made of any source of advice relevant to the ethnic group concerned.

iv) Summative Data and how it is recorded

There must be summative assessment data for all children and it is every teacher's responsibility to ensure that adequate assessment has taken place.

Data from end of year assessment will be more significant as it can be used to monitor a year's progress.

Record keeping in the Foundation Stage

FS children are assessed towards the Foundation Stage Profile and this takes the form of ongoing TA assessments in the context of activities or through observations of the children. Any written evidence is filed in the child's Assessment Folder. There is an ongoing record of this achievement.

Throughout the rest of the school

A record of writing achievement is kept as work samples **in** each child's literacy book along with the record of the individual's writing learning conference that follows each unaided write and the record of targets set.

v) Monitoring of Record Keeping

Subject Leaders for Literacy Mathematics and Assessment will need copies of records in order to monitor standards. Data must be given to subject leaders following summative assessment weeks using the most up to date tracking sheets for each cohort found on the teacher part of the school network.

vi) Assessment Folders

Assessment books or folders will be established in Year R and stay with the child throughout their school career.

vii) A copy of each school report is kept in the individual child's Red Assessment Folder.

viii) Use of data from Summative Assessment

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All data is used diagnostically to inform future planning and revisions to schemes of work. Teachers should inform subject leaders of any significant data.

b Formative Assessment

i) Formative Assessment is assessment for learning and this is embedded in a view of learning and teaching of which it is an essential part. We are confident that with appropriate use of assessment for learning every learner can improve.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how to get there. (Assessment Reform Group 2002a)

We believe that improving the quality of assessment for learning leads to a considerable increase in a pupil's achievements. In planning we identify clear unambiguous learning intentions and success criteria for every lesson so that activities can be well matched and the purpose and assessment focus is defined for teacher and child. Formative Assessment includes an emphasis on learning intentions which are shared with pupils to create a learning culture, not an activity culture. Effective feedback, based on success criteria, creates opportunities for improvements. Future planning is based on what has been learned through good quality reflection on the part of the teacher. There is a high level of questioning throughout the lesson, but especially during the plenary, to allow the teacher to discover what learning has taken place [planned and unplanned].

We believe that, as a consequence of formative assessment, our pupils are more motivated as their learning is relevant and they know, through the sharing of learning intentions and success criteria, what is expected of them. In realising their learning needs, children will be empowered, and this will give them some control over their choices of learning strategies.

ii) Key features of effective feedback

- Effective feedback consists of information about the learning intention/ success criteria of the task, pointing out success and improvement needs against the learning intention/success criteria
- Limit the task demands and subsequent feedback: give feedback only about what children were asked to pay attention to - do not give feedback on what they were not
- Ask children to focus on one factor at a time rather than all at once
- Focus on spelling in other contexts releasing children from spelling as a constant criterion - children spell correctly when they know how to spell the word, not when they don't!
- For distance marking:

make sure the child can read it

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make sure the child can understand it

give set lesson time for the child to read it [eg 3 minutes]

use ways forward in future literacy lessons

iii) Marking Principles

- Teachers and pupils are clear about the learning objectives of a task and the criteria for success. These may be written on the top of worksheets or as titles to work when useful.
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work
- Pupils are given time to act on the feedback they are given
- Teachers use the information gained together with other information to adjust future teaching plans. Teachers may make notes for themselves in the children's' books.
- Unaided or independent work will be labelled as such and may be acknowledged but not marked
- Teachers will liaise to establish a common pattern for marks used on work and how homework is marked. This will be reviewed annually.

4. Marking Policy

These guidelines are intended to reflect the overall consistency and continuity which we aim to provide for children throughout the school.

Each piece of work should have the learning objective written neatly on the top line with the date (this can be written by an adult if appropriate). In Key Stage Two, titles should be underlined using a ruler in pencil. Marking will relate specifically to this objective.

The marking code will be understood by everyone involved and applied as follows –

~~~~~ - underlining in blue to indicate 'brilliant'- 3 or 4 examples of where the objective has been achieved

\* - area for focussed improvement written in green. This indicates an area which needs 'growing'.



- speech bubble – to indicate that a learning conversation has taken place.

This code is displayed in every classroom and can be used equally by the children through peer and self-assessment activities.

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The underlining will provide the positive feedback and generally removes the need for generalised comments of praise.

The improvement comment will be scaffolded appropriately according to individual need (reminder, scaffold or example). Children will be given time to respond to the comment made and to make the necessary improvements.

If a piece of work needs no further marking, two blue ticks will be placed at its end. ✓✓

Teachers should always insist that the 'basics' of a piece of work are correct and may provide checklists for the children at an appropriate level so that they can ensure that their work is accurate before the marking of the lesson objective takes place.

Children are encouraged to take pride in the presentation of their work. Pens for writing will be awarded when a child demonstrates that they are able to work carefully. Any mistakes should be crossed out with a single line – no rubbing out! Pens may be taken back if enough care is not taken.

## Marking other subjects

If the teacher is delivering literacy or mathematics through other areas of the curriculum then the appropriate marking should be used. To ensure that all written work is marked to the same high standards as that completed in Literacy lessons, the children use just one exercise for all written work except for Science which is a separate exercise book. All comments written in books must be clear and understood by the child and must communicate something pertinent.

## 5. Reporting to Parents

We believe it is important to keep parents as well informed as possible so that they can support us in enabling their children to fulfil their potential. We hold three parents' evenings at which the teachers give parents a full picture of a child's progress and the level at which the child is working in the core subjects. Information for next steps is also provided. Annual reports are sent home to parents. We aim to give parents accurate information about their child's progress and the level at which the child is working. Next steps are also included.

## 6. Target Setting

### Literacy:

In the Woodland, targets are set with the children after each unaided write. They are recorded in the writing books in a child-friendly format. These can then be referred to and updated regularly.

In the Ocean and The Mountains the writing targets are discussed with the children after the unaided write. These targets are then stuck into their writing books with a tick grid. Children monitor their own progress by ticking off every step they move towards completing their target. This is monitored by the teacher.

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**Mental Maths** :Every child in the school participates in our Mental Maths scheme and, as one stage is completed, the targets for the next stage are set. In KS2 all children have a times table target which is reviewed weekly.

This Policy is reviewed annually by the teaching staff in consultation with the Monitoring Committee of the Governing Body.

## Annex 2 - The Behaviour Policy

### **I. Aims**

**a.** We believe that education is about much more than academic standards. It is about how children develop their attitudes and values and become emotionally literate, in order to grow into responsible members of their own community. Emotional Literacy is the ability to feel and express emotions with real understanding, and with enough confidence to be open and honest and positive, even in difficult situations. It is about developing skills as well as understanding. So we aim to enable children to become emotionally literate.

**b.** We recognise that children who have positive relationships with those around them will achieve their full potential. We therefore put the building, maintenance and repair of relationships at the heart of everything we do. Restorative Justice is the process that does this. The process of RJ starts from a premise of justice being about right relationships. It puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. So we aim to put reparation at the centre of all situations.

**Truth** between every member of the school community allows the strong relationships we value to be built, maintained and flourish.

**Respect** is reflected in how we care for ourselves, each other, the environment and our community.

### **2. We achieve good relationships by:**

- a. Teaching a well-structured PSHCE scheme of work which includes emotional literacy throughout the school
- b. Teaching about values both Christian and those identified as British.
- c. Basing our code of conduct on an agreed and universally shared set of school rules based on The Golden Rules
- d. Nurturing a learning culture through the establishment of rules for learning
- e. Our culture of celebration throughout the school
- f. A restorative approach to managing challenging situations
- g. Basing all we do on the Christian values of love, courage, truth and respect, both for self and others.

**The PSHCE scheme** is based on SEALS material and is carefully planned to meet the needs of the children in each class.

Understanding how our **Christian values** underpin everything at Great Rollright school is taught throughout the school. This is led by the head teacher in assemblies and there may be follow up activities in the classroom.

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## The School Rules

We want Great Rollright School to be a place where being kind, gentle, honest, hardworking, careful and a good listener is valued and encouraged; we want our children to understand themselves as people with these qualities. These moral values underpin all the choices and decisions made by the school and its pupils. Our rules provide the expectation for **everyone's** behaviour and attitudes.

They are:

- Be kind and helpful**
- Be gentle**
- Listen**
- Work hard**
- Be honest**
- Look after property**

These rules are displayed in the hall and in every classroom. However, having a set of rules is useless if they are nothing more than good intentions. We establish them as accepted behaviour with the children fully understanding about them.

We do this through:

- \*Negotiation to establish the rules in each classroom every September. They are then regularly referred to throughout the year. Our rules are owned by the whole school and applied as consistently as possible.
- \*Discussion in Circle Time
- \*Catching children doing things right and using the words of the Golden Rules to reinforce the message
- \*All adults setting the correct positive role model
- \*Always using positive reinforcement in class, around school and in assemblies

## Learning Culture

**Courage** is reflected in how we enable children to cope with the challenge of new learning and in the way they are encouraged to express their opinions confidently.

As we want our children to develop appropriate attitudes for learning we also have a set of rules for learning. We do not tolerate poor behaviour in our lessons. We want every child to have the opportunity to learn and we will not allow poor behaviour to prevent this.

Our rules for learning are: *Listen without speaking*

- Engage in lessons*
- Act responsibly*
- Remember to bring reading bags, homework and P.E. kit*
- Never settle for less than your best*

These rules are also displayed in classrooms and referred to regularly.

## Culture of celebration

We believe that positive reinforcement promotes appropriate behaviour and we use a range of rewards throughout the school.

These include:

Praise from the class teacher

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Praise from other teachers, the head teachers (Headteacher stickers/pencils, Lucky Dip)  
Class reward charts/displays, group effort or behaviour charts (working towards a group treat or reward)

The Gold Book and the Tidy Cloakroom Award

Achievement stickers

A reward system may be devised with the children

A head teachers' letter of commendation

A Governor Award (for outstanding Homework)

A Writing Award

A Mathematics Award

Value Stars

We try hard to praise those children who always behave appropriately and work hard! Each class has a reward for children who have work especially hard.

## Restorative Justice

As RJ is about repairing harm done to relationships rather than assigning blame and dispensing punishment, it must necessarily involve the offender and the victim in the process. The questions that need to be asked and answered are:

What happened?

How did it happen?

What part did you play?

What did you feel?

How were you affected?

Who was affected?

What do you need to make it right?

How can we repair the harm?

Essentially restorative enquiries are a way of listening that enables the listener to draw out the speaker's story as well as acknowledging his/her thoughts, feelings and needs in a given situation. They can be managed in a variety of ways, some of which are informal and some far more formal and structured.

The adults on duty facilitate the informal enquiries. More formal situations will be organised by the one of the head teachers.

**3. Although generally behaviour at the school is excellent, we recognise that in some circumstances particularly with new children joining the staff or where staff lack experience, there can be challenging situations.**

**When relationships break down there is challenging behaviour to which we try to respond consistently, holding our Christian values close.**

During lesson times and playtimes when teachers are on duty each teacher will use his or her professional skills to resolve the issues and support all of those involved. However if there is a really challenging incident (a child is aggressive towards others or shows a total lack of respect for adults or children), then a teacher should involve one of the headteachers.

**At lunchtimes** those on duty should also use their professional skills to resolve challenging situations but must always send for support if necessary.

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## 4. Record Keeping

Any serious incident will be recorded in the designated book with a brief description of the incident and the resolution. Parents will be involved if a child is repeatedly involved in serious incidents.

## 5. The role of parents

We believe that parents and carers are a crucial part of the support team for the child at school. We review and then ask all parents to sign our Home/School Agreement annually to demonstrate their support for the school and all of its policies. We want parents and carers to fully understand how we develop positive quality relationships at school and how we promote good behaviour. We also want them to understand our system for managing challenging behaviour or a poor attitude to learning. We will keep parents informed of situations where the headteacher has been involved.

## 6. Use of force

See Use of Force Guidance November 2007 – kept in headteacher's office.

## 7. Self harm

See booklet kept in Head Teachers' office

## 8. Exclusion

See Exclusion Guidance September 2012– kept in headteacher's office

## 9. The Role of the Governing Body

The Governing Body will monitor the recorded incidents, considering the type of incident and how it has been resolved. They will also monitor standards of behaviour and levels of engagement in learning when visiting classrooms.

## Annex 3 – The Curriculum Policy

### Context

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having special needs, those with English as an additional language, and the more able.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

### **Purpose**

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

### **Relationship to other policies:**

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Head Teacher – Miss Michelle Hastings



This should be read alongside The Equality and The Racial Equality Policies.

## **Roles and responsibilities of Headteacher, other staff, governors**

The **Headteacher** will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work or listed learning objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy and the use of ICT
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Monitoring Committee regularly
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

**Other staff** will ensure that:

- the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- it considers the advice of the Headteachers when approving curriculum changes and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it participates actively in decision-making about the breadth and balance of the curriculum
- ensure that staff understand the need for material of a religious, political or other sensitive nature to be presented to students in a balanced and sensitive way.

## **Annex 4 - The Homework Policy**

### **Introduction**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support a child's learning. Engaging in homework makes the home school relationships we value so highly stronger.

### **Aims and Objectives**

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development

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- to help pupils develop the skills of an independent learner
- to promote a partnership between home and school in supporting each child's learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to provide educational experiences not possible in school
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- to help children develop good work habits for the future

**In The Meadow and The Woodland Classes** (Years R, 1 and 2) we encourage the children to read at home with their parents using high quality storybooks from home and school. Book bags are taken home and we believe that parents should read with their child daily. Parents then write in the Reading Diary so the class teacher can evaluate the child's progress against the amount of reading experience. We explain clearly to parents how they can best support their child at this time in order to achieve the maximum benefit.

A list of homework tasks related to the class topic will be issued to Year 1 and 2 children at the beginning of each term and the younger children may also request the homework tasks list. Children will have approximately six weeks to complete the tasks they have selected from the list; they may complete them in any order they wish. Children will bring homework to school as soon as it is finished and they are expected to complete the set number of tasks over the term.

In addition to this, the homework letter sent home each term also makes suggestions for mental maths activities/games which the children are encouraged to complete each term.

**In the Ocean Class** (Years 3 and 4) we encourage parents to ensure the children are reading regularly and to take an active interest in what they are reading. Some children will still need to read with their parents frequently (at least three times a week) and so then parents would complete the reading log in their reading journal. A confident reader may read to themselves and can then complete their own reading log.

The children are expected to learn their times tables and there is a weekly test. The children are told which they need to practise and are supported to do so in class, but further practise needs to be undertaken at home.

A list of homework tasks related to the class topic will be issued at the beginning of each term. Children will have approximately six weeks to complete the tasks they have selected from the list; they may complete them in any order they wish. Children will bring homework to school as soon as it is finished and they are expected to complete the set number of tasks over the term.

**In the Mountains Class** (Years 5 and 6) we encourage parents to ensure the children are reading regularly and to take an active interest in what they are reading. Some children will still need to read with their parents frequently (at least three times a week) and so then parents would complete the reading diary. A confident reader may read to themselves and can then complete their own reading diary.

A list of homework tasks related to the class topic will be issued at the beginning of each term. Children will have approximately six weeks to complete the tasks they have selected from the list; they may complete them in any order they wish. Children will bring homework to school by three published deadlines; they are expected to complete at least three of tasks over the term.

Children will also be given a Times Table target which will be tested on a weekly basis. Children should practise their target Times Table to prepare for this test. This could include: writing out their times tables, computer based games, worksheets, practicing in the car/walking to and from

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school etc. For support and advice on this see the homework sheet or speak to the class teacher. Times Tables are an essential basic of Mathematical knowledge which many areas of mathematics build upon. Children need automatic recall of these facts to ensure they are prepared for the demands of Year 5 and 6 Mathematics. They should recall facts in less than 5 seconds.

## **Great Rollright's Rising Stars homework - message for parents**

All pupils take part in our Rising Stars Scheme

The emphasis of our 'Great Rollright's Rising Stars' scheme is on the children having *instant recall* of maths facts i.e. they know them off by heart and do not need to 'work them out'. This will give your child the very best foundation on which they can build and apply their other maths skills, such as Calculating, Problem solving, Shape and Space etc.

### What is your role as parents for our Rising Stars Scheme?

Your child will bring home their 'Rising Stars' book with their target in which they will need to keep in their book bag. It is hoped that that you will help your child to achieve their targets by practising them at home in as many fun and creative ways as you can! Remember, maths is all around us, it is extremely important and it can be made fun and exciting as well!

Parental support in a child's development is vital and so we encourage you to support your child by helping them to work towards their target and, as ever, we hope that you will ask your child's teacher should you have any further questions or concerns.

### **The Role of Parents in supporting homework**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their child as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit a library regularly, and by discussing the homework set with the child. Access to the internet can always be provided at school if parents have difficulties with this.

We ask parents to support and monitor the homework completed, to encourage the children to read at home regularly and also to write in the reading record where appropriate.

If parents have any problems about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the head teacher. Finally if they should wish to make a complaint about the school homework policy or the way it is implemented, they should contact the Governing Body.

We try to develop an understanding in our pupils of the benefits of homework. We want them to understand how it will extend their learning but also prepare them for the routines of secondary school. We promote homework through positive reinforcement. Parents have a crucial role to play in this process.

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