

A graphic for a Teaching and Learning Policy document. It features a large central dark blue circle containing the title. Surrounding this are several overlapping circles in shades of green, teal, and light blue. Three of these circles contain the words 'Enjoy', 'Achieve', and 'Respect'. A white circle at the bottom right contains the school's logo, which is a stylized sunburst or flower design with the text 'HERRICK PRIMARY SCHOOL' around it. At the bottom, a dark blue horizontal bar contains the school's motto in white italicized text.

Teaching and Learning Policy 2024-2025

Enjoy

Achieve

Respect



'to give each and everyone a chance'

Herrick Primary School – Our Vision

Our Vision is of an equitable and inclusive education that is underpinned by the essence of 'Every Child Matters', which to all at Herrick means:

TO GIVE EACH AND EVERYONE A CHANCE

Our educational values are based on the richness and diversity of the school's communities and the significant partnership that school, parents and carers have in ensuring pupils' well-being, improving their achievement and personal development.

Our educational values are:

- *provide enjoyable learning experiences through an innovative and relevant curriculum*
 - *collectively support all children to achieve their full potential*
 - *to respect and celebrate cultural diversity*
- *nurture children to become confident and responsible citizens of the 21st Century*

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“There is no recipe, no professional set of worksheets, no new teaching method, and no band aid remedy.” -John Hattie, Visible Learning for Teachers

1. Purpose and Aims

Any attempt to raise standards in our School must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our School the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

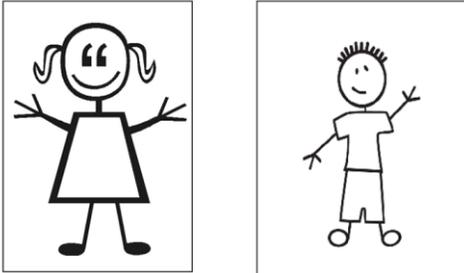
Non negotiables

The Herrick teachers know thy impact	The Herrick Children	Learning or Learning Environment
Sees learning through the eyes of the learner Reflective Adapts Effectively assesses Provides effective feedback Challenges Provides opportunities for deep learning Develops strategies Develops meta-cognitive skills	Strive to their highest Face their challenges Self assess /monitor Curiosity-Ask questions and be involved Challenge-Stretch myself Self-Confident-Believe in my own ability Independent—In charge of my own learning Investigate-Problem solve	Supportive peers and teachers Engaging lessons Safe & nurturing environment Lessons are stimulating Respect for all

What skills help a child prepare for the future?

Metacognition		
Deep Learning		Herrick Character
Oracy		Herrick Learning Attitudes

What does the Herrick Teacher do to ensure learners strive to their highest?

<i>Self Evaluates, Self Regulates and Engages in Coaching and Mentoring to further develop skills</i>		
Assesses, evaluates and acts on it		Seeks learning through the eyes of the students
Reflective and student of his/her own impact		

The Herrick Curriculum

Children experience a purposeful curriculum which aims to enable them to develop a deep understanding of concepts and where appropriate, apply knowledge and skills across all subjects.

EYFS Development Matters Curriculum is used to plan for Nursery and Foundation Stage.

English

Reading, Writing, Spelling, Handwriting & Oracy are further developed through each unit of work. There is progression within a year group and across year groups to ensure children experience a range of appropriate texts and have the opportunity to write various text types.

The Sequence of Writing in Literacy ensures children read, develop ideas, practise writing through short bursts, orally rehearse and experience role play, speaking and listening and drama.

Year 2-Year 6 Literacy Sequence

Hook-can be used at different points/stages of the sequence Grid can be used at different points and added to.



Teaching Sequence	Learning: Comprehension	What session involves
Reading as a Reader (Comprehension)	Learning: Comprehension	Share a range of poems with literal questions Shape Poems/Calligrams/Onomatopoeia
Reading as a Writer (analysis of text)	Learning: Writing for effect	Spend more time focussing on layout and features & Vocabulary.
Developing ideas-word banks, role play, mind maps	Learning: Developing ideas	Choose your theme: Weather/thunderstorm is fine. Share images, sound effects, clips to generate ideas.
Capturing ideas/Short pieces of writing to embed skills	Learning: Sentence structure	Session on Onomatopoeia- what thunderstorm words can they think of: Whoosh, Gush, Swish, Bhooshhhhh, pitter patter, clatter, clatter, pitter-patters, drip-drops, and rat-a-tats on the tin roof. Splish. Splash. Squirt. What is difference between long and short sentences?., Practise a range of short sentences
AFL-Sentences making sense	Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.
Planning Different Drafts-Practise	Learning: Planning	I, We, You approach I-show how you are playing around with words to form short sentences/two/three-word phrases We-Children work in pairs You-Have a go at playing around with words
Teacher input Shared Writing	Learning: Writing Shape Poems/Calligrams using Onomatopoeia	Shared Writing Model: The wind went gush- describe the rain Scribe-How would you describe the rain? Use onomatopoeia Supported Composition- what can you hear outside? Show how you would transfer to a shape poem layout/calligram-you may need to have 2 examples prepared.
Writing-independently Orally rehearse	Learning: Writing a diary	Give less able outline of cloud, thunderstorm, or rain drop to write around.
Editing and proof reading	Learning: Editing	Peer Assess and focus on presentation
Publishing		Create a class poetry book.

Reading - refer to the Reading Policy

The Reading approach is based on the Scarborough Reading Rope recommended by the Education Endowment Fund research. The Think Aloud approach is an effective strategy used in lessons to further develop metacognition.

Learning	Skills
<p>Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit.</p> <ol style="list-style-type: none"> 1.Questioning – pupils generate their own question 2.Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall –link to title, genre, picture and author. 3.Prediction – pupils predict what might happen as a text is read 4.Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc. 5.Inference – pupils infer the meaning of sentences from their context 6.Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning 	<p>Teachers to identify any of the skills from below: (although all of the skills represent an important component of reading this does not mean that they require equal curriculum time)</p> <p>Language Comprehension</p> <ul style="list-style-type: none"> -background knowledge (facts, concepts etc.) -vocabulary (breadth, precision, links etc.) -language structures (syntax, semantics, etc.) -verbal reasoning (inference.) -literacy knowledge (print concepts, genres, etc.) <p>Word Recognition</p> <ul style="list-style-type: none"> -sight recognition(of familiar words) -decoding(alphabetical principle, spelling-sound correspondences) -phonological awareness (syllables, phonemes, etc.)

Mathematics - refer to the Maths policy

The WhiteRose Maths units of work are used to help create sessions. Opportunities are provided for deep learning, problem solving and risk taking in Mathematics.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

Protocol for improving the quality of Teaching & Learning

At Herrick Primary School, there is an expectation that all teachers will be aspiring and developing their practice to become outstanding. Nevertheless, the *Protocol for improving the quality of teaching and learning-*

Coaching, Subject Walks or Learning Reviews	Coaching	Formal Observations	Impact
<p>Formal Learning Reviews are carried out by a member of CLT termly. Informal Subject Walks can be carried out by subject leads.</p> <p>Planning is monitored by SLT and Subject Leads- if required.</p> <p>Interviews are carried out with children by CLT and subject leads</p> <p>Termly scrutiny of books by CLT and subject leads</p>	<p>Appraisal targets are shared and agreed early in the academic year.</p> <p>Generic appraisal targets can be agreed as part of a whole school approach. Teachers may require bespoke appraisal targets based on formal/informal observations, subject walks, discussions, coaching and scrutiny of books.</p> <p>The next steps are incorporated into daily teaching and learning to help move the teacher on.</p> <p>A support action plan may be devised to support the progress of individuals.</p>	<p>Termly learning reviews are followed up by reflective discussion and/or coaching.</p> <p>If teachers deliver sessions that are deemed limited progress or partially successful, they will be required to invite the Observer for another session or be provided with support from a subject lead for a particular aspect of their teaching.</p> <p>Outcomes In order to be successful, teachers are required to achieve good or successful progress.</p>	<p>Teachers are required to continuously reflect and further develop existing skills, self assess and seek to improve.</p>

	Formative Assessment	Success Criteria	Quality of Provision	Challenge
Limited Success	<p>Limited emphasis on prior knowledge.</p> <p>Ineffective assessment and therefore intervention did not support learning.</p> <p>Overall inaccurate assessment results in poor quality tasks.</p> <p>Chosen strategies do not support learning.</p> <p>Continues with lesson when misconceptions are evident.</p> <p>Self-evaluate/Self assess-limited or ineffective opportunities i.e. go through a process.</p> <p>No feedback provided either prior or during lesson.</p>	<p>Learning is not taken directly from the intent or progression statements or is lengthy and unclear to children.</p> <p>Children do not know why they are doing what they are doing.</p> <p>Children unclear of what to do.</p>	<p>Children go through the process of completing tasks that do not have a clear purpose.</p> <p>Children are asked to do 'holding' activities or repeat tasks they are secure with, therefore, are held back in their learning.</p> <p>Confusing explanations or instructions given by the teacher.</p> <p>Lack of appropriate scaffolding</p> <p>No or poor-quality modelling</p> <p>Lack of preparation evident: no worked examples where required.</p> <p>Tenuous links are made between taught subject and other subjects.</p> <p>Task is not adapted for children with learning needs.</p> <p>Oracy strategies used but not moving learning forward.</p> <p>Vocabulary is shared but children are not confident in using.</p> <p>High cognitive load-large passages, long checklists or set of instructions or broad online research tasks.</p>	<p>Questions are too often inappropriate for the learning needs of the children.</p> <p>Teacher demonstrates inability in taking response or discussion in the intended direction or create fruitful discussion.</p> <p>Teacher continually tells children information without any opportunity for problem solving</p> <p>Deep Learning: no evidence of children; explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers</p>

	Formative Assessment	Success Criteria	Quality of Provision	Challenge
Partially Successful	<p>Prior knowledge is recapping previous session as part of the 'warm up.'</p> <p>Assessment evident but not used to support effective intervention</p> <p>Relevant strategies but taught with little understanding</p> <p>Recognised misconceptions but unable to adapt lesson</p> <p>Self-evaluate/Self assess: some emphasis during task with little impact on overall learning and/ or misconceptions remain.</p> <p>Little feedback provided either prior or during lesson</p> <p>Teacher does not anticipate or demonstrate knowledge of common student strategies, misconceptions and sticking points in relation to the content being taught.</p>	<p>learning/ success does not aim to deliver intent or progression and is not understood by children.</p> <p>A significant number of children not fully aware of why they are doing what they are doing.</p> <p>Children struggle with task as limited understanding of what to do.</p>	<p>Poor quality modelling</p> <p>Insufficient scaffolding</p> <p>Ineffective instruction</p> <p>Poor quality worked examples or none where required.</p> <p>Tasks that do not match or support in the delivery of the learning/success</p> <p>Task is not appropriately adapted for children with specific needs.</p> <p>Oracy strategies used but does not move learning forward.</p> <p>Vocabulary is shared but not secured.</p> <p>High cognitive load-large passages, long checklists or set of instructions or broad online research tasks.</p>	<p>Thought provoking questions: Some level of differentiation is built into questioning, both in terms of the question type and the pupil asked it</p> <p>Problem Solving: limited evidence of children having to discover for themselves</p> <p>Deep Learning: children not supported effectively in explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers</p>

	Formative Assessment	Success Criteria	Quality of Provision	Challenge
Good Success	<p>Good use of prior knowledge and teacher responds to the learners' needs.</p> <p>Good use of assessment as it informs next steps in learning effectively.</p> <p>Effective strategies taught in a manner that supports understanding.</p> <p>Recognises misconceptions and adapts lesson.</p> <p>Self-evaluate: good use of self-evaluation during task which impacted on overall learning throughout the lesson.</p> <p>Self-assess: good awareness of progress and improvement made at the end of lesson.</p> <p>Feedback: good feedback provided prior and during the lesson - therefore good understanding of they did well and what they need to do next.</p>	<p>Meaningful learning linked to progression is shared and understood (continually linked to purpose of lesson.)</p> <p>Good understanding of children knowing why they are doing what they are doing.</p> <p>Children are clear on the process and therefore able to perform task</p>	<p>Sequence of Recall, Apply, Learn and Justify is followed.</p> <p>Tasks match the learning intention.</p> <p>Teacher's instruction is clear and concise.</p> <p>Learning is modelled with explicit explanation.</p> <p>Suitable worked examples are used.</p> <p>Sessions are appropriately scaffolded.</p> <p>Learning is adapted to help individuals achieve same end point.</p> <p>Effective provision for new arrivals.</p> <p>Effective use of oracy strategies used to move learning on-not staged.</p> <p>An environment in which children's metacognitive skills are being developed is evident.</p>	<p>Thought provoking questions: Knowledge of the pupil's current understanding and attainment influences the questions – these questions are appropriately targeted and help to clarify misconceptions.</p> <p>Problem Solving: children offered opportunities to find solutions to relevant and appropriate problems.</p> <p>Deep Learning: clear evidence of children explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers.</p> <p>Teacher provides opportunities for disciplinary knowledge.</p> <p>Challenge is regularly pitched in the zone of desirable difficulty.</p>

	Formative Assessment	Success Criteria	Quality of Provision	Challenge
Successful Progress	<p>Effective use of prior knowledge which can refer to previous session, horizontal, vertical or diagonal learning.</p> <p>Effective use of assessment that supports the necessary intervention/or not to move learning forward.</p> <p>Effective strategies which are manipulated and applied accordingly.</p> <p>Recognises misconceptions and reshaped lesson based on effective AfL.</p> <p>Self-evaluate: evidence of self-evaluation showed a high level of independent learning and improvement throughout the lesson</p> <p>Self-assess: children identify and correct misconceptions.</p> <p>Feedback: effective feedback provided both prior and during the lesson - therefore a high level of understanding of what they did well and what they need to do next.</p>	<p>Shared: clear meaningful learning are shared and understood that supports the path and direction of learning to an effective outcome</p> <p>Children are able to identify, reflect or share their own progress.</p>	<p>Teacher demonstrates pedagogy of how learners learn through effective and meaningful tasks to move the learning on presented in different ways.</p> <p>Teacher skill evident in effective modelling, scaffolding or worked examples where required.</p> <p>Learning is adapted to help individuals achieve the same end point.</p> <p>Effective and well thought out provision for new arrivals.</p> <p>Effective use of oracy strategies used to move learning on.</p> <p>Modelling-teacher may explicitly narrate own thinking where required.</p> <p>High levels of engagement.</p> <p>An environment in which children's metacognitive skills are being developed is evident.</p>	<p>Thought provoking questions: using questions and dialogue to promote elaboration and connected, flexible thinking among learners.</p> <p>Problem Solving: children effectively guided through effective teaching in solving complex problems without teacher resorting to giving the answer</p> <p>Deep Learning: teachers build learning so children have necessary knowledge and skills to explain concepts, hypothesize, investigate or prove/justify their theories/answers</p> <p>Teacher provides opportunities for disciplinary knowledge.</p>

Learning and Teaching Framework

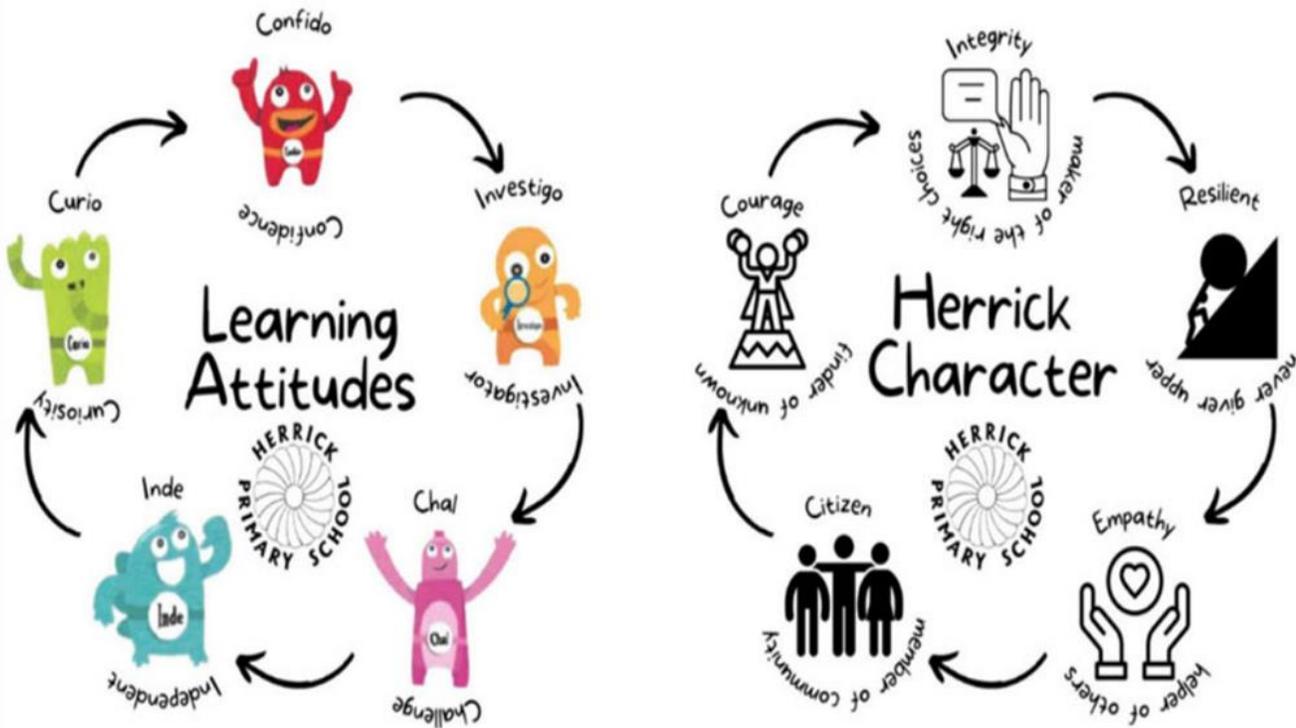
(Updated: staff meeting 16th September 2024)

Best practice, as we know is 'reflective'. This document has been added to our overall Learning and Teaching Policy to support all stakeholders in understanding the modifications we will make to further enhance – **retrieval and effective formative strategies**.

It is stated, 'we must not only focus on getting information in (consolidate) but also to get information out (assessment)'.

The following will describes key principles and their expected use in the classroom.

Learning Attitudes and Herrick Character



What we will see in the classroom

- Begin session by recapping work completed in different year groups
- WDIK to include pictures
- Teaching lesson to incorporate 'learning checks' throughout session
- Check success criteria after each block of learning (each success is a block)
- Subject builder questions to be woven in to unit
- Oracy strategies support 'VOCABULARY' – teachers to sue Voice 21 'Speaking like a Specialist'
- Children taught how to self-assess
- Weekly and monthly review

Questioning

ASK THE CLASS THE QUESTION **GIVE THINKING TIME** **SELECT SOMEONE TO RESPOND** **RESPOND TO ANSWERS** **SELECT ANOTHER STUDENT AND RESPOND AGAIN**

NO OPT OUT 1 2 3 4 5

ASK A QUESTION AND COLD CALL **EXPLORE 'DON'T KNOW' RESPONSES** **PROVIDE THE CORRECT ANSWER** **GO BACK AND CHECK FOR UNDERSTANDING** **BREAK THE 'DON'T KNOW' DEFENSIVE HABIT**

THINK, PAIR, SHARE 1 2 3 4 5

ESTABLISH TALK PARTNERS FOR EVERY STUDENT **SET THE QUESTION WITH A GOAL AND A TIMEFRAME** **BUILD IN THINKING TIME** **CIRCULATE TO LISTEN AS PAIRS ARE TALKING** **USE COLD CALL TO SAMPLE PAIRS' RESPONSES**

SHOW-ME BOARDS 1 2 3 4 5

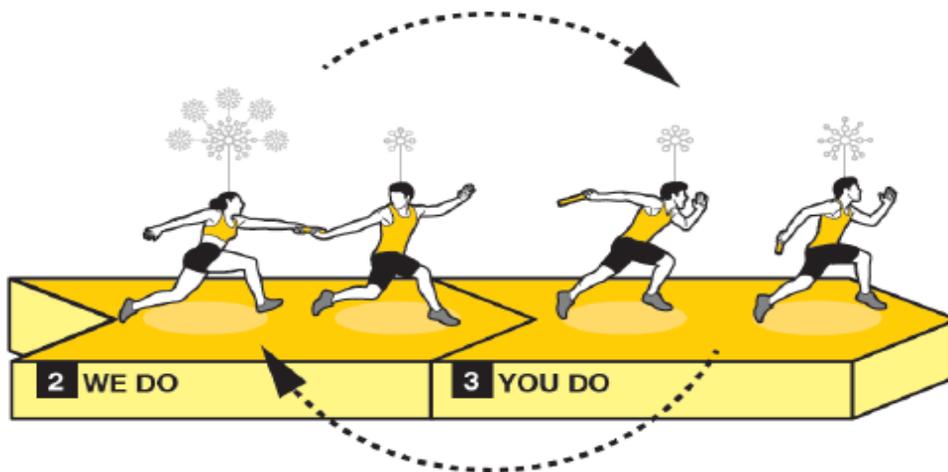
ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND **SET THE QUESTION WITH A GOAL AND A TIMEFRAME** **BUILD IN THINKING TIME** **SIGNAL: 3-2-1 AND SHOW ME** **SAMPLE STUDENT RESPONSES AND FOLLOW UP**

SAY IT AGAIN BETTER 1 2 3 4 5

ASK A STUDENT A QUESTION **ACKNOWLEDGE THE FIRST RESPONSE** **GIVE SUPPORTIVE FORMATIVE FEEDBACK** **INVITE STUDENT TO "SAY IT AGAIN BETTER"** **RESPOND TO THE IMPROVED RESPONSE**

Sequencing and Modelling

1. Share the process – learning and success
(What are the children learning and how will they succeed)
2. Break down in to small steps (continually review each success statement)
3. Narrate your thinking and check for understanding
4. Use multiple examples
5. Run short we do, you do exercises



Sequencing and modelling are essential elements to teaching and learning: they form one of the four strands in Rosenshine's Principles in Action. Teachers are required to consider how they will present learning in small steps; provide adequate models to support learners understanding; and provide scaffolds to deepen understanding and enable all to achieve.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps

4 Provide models

8 Provide scaffolds for difficult tasks



Adaptive learning

Below is a non-exhaustive example of the range of strategies deployed to support learners at varying degrees of attainment, though many strategies could span 2 or more bands e.g. scaffolding would also be appropriate to support a children develop 'above' level understanding of certain concepts.

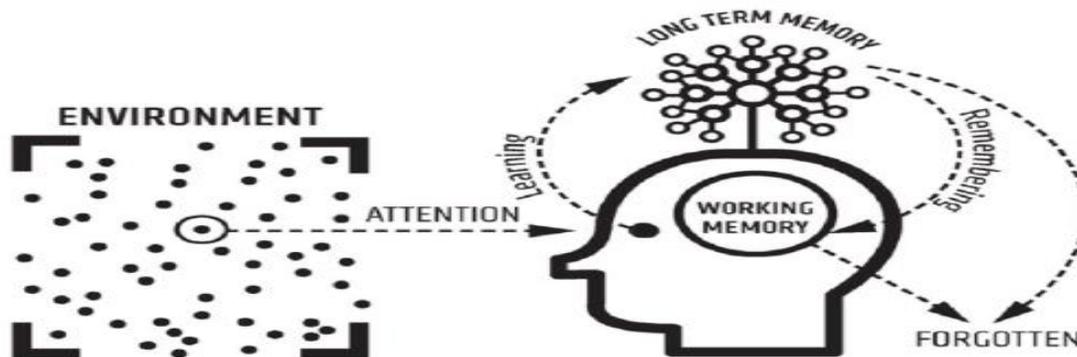
Well below	Below	Expected	Above
<ul style="list-style-type: none"> • Colourful Semantics • Communication in Print • Adaptive modelling • Adult support • Focussed differentiation • Communication friendly environments 	<ul style="list-style-type: none"> • Scaffolding • Small steps modelling • Extra we do – you do loops • Adult/guided support • Manipulatives (CPA) • Sentence stems 	<ul style="list-style-type: none"> • Flexible scaffolding • Flexible support – foster independence • Promote independent access to resources e.g. word banks, working walls, number frames etc 	<ul style="list-style-type: none"> • Additional challenge resource • Application in varied contexts • Higher level content • Focussed differentiation

Retrieval – reviewing learning

Reviewing material is fundamental to understanding what children have truly learnt, and what it is they need to be taught in order to establish and deepen connections with other learning, building schema.



The learner is then required to 'remember' the learning in order to strengthen the memorisation of that learning, leading to developed schemas. Without the 'remembering' process, the learning can be forgotten. Likewise, if learners have too many elements to juggle (cognitive overload) within their working memory, the learning will likewise be forgotten quickly.



How is Individual Progress and Overall Performance Measured?

A Triangulation of the 3 key aspects of Teaching & Learning will be regularly monitored to support the Head Teacher form an overall judgement of individual performance and accountability.

- Teaching Practice -with an emphasis on Effective Assessment
- Scrutiny of Books with emphasis on marking moving learning forward and appropriate adaptation of sessions.
- Planning-in line with subject policies pitched at the appropriate level

	How is it Assessed?	How Often?
Further Development of Teaching Practice	Informal Subject Walks or Coaching Walks. Formal Learning Reviews	Learning Review is carried out termly by a member of SLT only.
Planning in accordance with the school policies	Scrutiny of Planning carried out by Subject Leads as part of action plan or School Development Plan. Planning will be monitored if individual teacher causing concern.	If and When Required. All teachers provided with a minimum of week's notice.
Recording in Books and marking	Scrutiny of Books Interviews with children	CLT and Subject Leads Core subjects-minimum of twice in the year Foundationat least once in the academic year.

Data is not used to assess performance or accountability.

Consistent use of our Behaviour Policy

Clear management signals are formulated by the class and the teacher to minimise the time spent on behaviour management and maximise the time spent on learning. However, all our staff must consistently follow:

- **Raise hand:** To stop the class and get everyone's attention, the raising of the hand is used. This is non-verbal. The expectation for pupils is that once they see the signal they finish the sentence they are writing or saying, raise their hand, remain quiet and look at the speaker (*with magnet eyes!*)
- **Herrick Character/ Core Values:** To refer to aspects of the HC, when learning is impacted upon, for example; are you making the right choice/s? be a never-giver-upper! Can you ENJOY learning if....., Is that showing RESPECT? With effort you ACHIEVE!

9. Attitudes and Behaviour

Learning Attitudes



If my work rate in class is to a high standard, I will make good progress and be awarded positive points.

If my **learning attitude** in class is stopping me from giving my best, the following will happen:

How to get my **learning attitude** back on track:

Pupil Action

Teacher Action

Restorative Action from the child

LA1 (in a single lesson)

- My work within a lesson is not completed to a high standard



- Teacher will discuss this with me
- Help given if needed
- Warning given



- Listen carefully to the help given
- Apologise if needed
- Get back on task and focus on completing the work before the end of the lesson

LA2 (in a single lesson)

- My work within the lesson remains incomplete or below standard at the end of the lesson



- Teacher will ask me to complete or redo the work at home



- Apologise
- Ask for help if I still do not understand the task
- Complete work to the highest standard at home and hand it in next lesson

LA3

- Work is not completed work from the last lesson
- My lack of effort has resulted in me underachieving on an assessment
- Receive two S1 in a subject per half term



- Teacher will discuss this with me
- Parents will be contacted
- Additional materials given to redo or complete work at home



- Apologise
- Discuss with teacher
- Discuss with parents
- Ask teacher for help if required
- Complete the work and hand in next lesson

School Action

LA4

- Within my lessons I continue to produce little or poor quality work
- My progress is below expectation at a **progress check**



- AA will phone my parents
- I will be put on report
- A support pack will be provided to be completed at home or in intervention group



- Discuss with parents
- Complete my report
- Complete the study support pack at home or after school in Study Support sessions I have been booked into

LA5

- My work continues to be very poor and I fail my report



- Meeting in school with parents
- A support plan will be written



- Attend meeting with parents
- Attend all recovery plan sessions and complete recovery pack to a high standard
- Complete report card to the highest standard

		<i>Behaviours to promote and embed (nursery and reception)</i>		Actions taken to support behaviour	
Recognition of Herrick Character & Learning Attitudes	Positive behaviour/ Learning attitudes	<p>Herrick Character</p> <p>Integrity – maker of right choices</p> <p>Resilient – never give upper</p> <p>Empathy - helper of others</p>	<p>Learning Attitudes</p> <p>Investigate Challenge Curiosity Independent Self-confident</p>	<p>British Values</p> <p>Democracy Mutual respect and tolerance Individual liberty The rule of law</p>	<p>-Stickers in passports</p> <p>-Stars</p> <p>-learning attitude award</p> <p>-Phone Home Friday</p>
Sanctions for Nursery/ Reception		<i>Behaviours that are relevant for sanctions</i>	Supporting children to reflect	Sanctions to be taken	
<u>S1- Verbal warning</u>		<p>If a child is not:</p> <ul style="list-style-type: none"> • Showing respect to the environment • Showing respect to equipment that they are playing with • Sharing/ turn taking • Using kind words • Working collaboratively 	<p>Teacher always explains the expectations and the reason of S1.</p> <p>Teacher ensures that the child is clear why they have received S1 and what is expected</p>	Teacher records in to behaviour book what sanction is given and why	
<u>S2- Change of working station</u>		<p>If the child continues the behaviour above, teacher talks to the child and discuss the expectations and asks the child to choose another working station. A continuation of poor behaviour behaviour and upsets other children around them, teacher talks to the child and moves the child to be moved to teacher's choice of working station (consider the child's interest and learning). 3 (5XS1) = S2</p>	<p>Are they making the right choices?</p> <p>Are they able to work independently?</p>		
<u>S3- Child works with an adult</u>		<p>If the child finds it hard to improve their attitude then the teacher will ask the child to work with an adult for 10- 15 minutes. During this time, the practitioner should encourage the child to reflect on their behaviour and how they could improve it.</p>	<p>Teacher records in to behaviour book what sanction is given and why - After 15 minutes if the child wants to choose another activity, they would be able to work independently again.</p>		
<u>S4- Send child to Phase leader</u>		<p>If a child goes S1 to S4 twice during one day, the child should be sent to a Phase leader.</p> <p>Also if a child hurts their peers or teachers deliberately; if they put their life or their peers' life in danger and not show understanding of consequences.</p>	<p>Teacher should send the child straight to a Phase leader and record the incident onto CPOMS. Parents need to be informed at the end of the day or before if necessary. Child's disruptive behaviour becomes repetitive teachers should consider to refer the child to SENCO and look for external agencies support and guidance.</p>		

		<i>Behaviours to promote and embed (KS1 and 2)</i>			Actions taken to support behaviour
		<p>Herrick Character</p> <p>Integrity – maker of right choices</p> <p>Resilient – never give up</p> <p>Empathy - helper of others</p> <p>Citizen – member of community</p>	<p>Learning Attitudes</p> <p>Investigate</p> <p>Challenge</p> <p>Curiosity</p> <p>Independent</p> <p>Self-confident</p>	<p>British Values</p> <p>Democracy</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>The rule of law</p>	<p>-Stickers</p> <p>-Stars / dojo points</p> <p>-learning attitude award</p> <p>-Phone Home Friday</p>
		<i>Behaviours that are relevant for sanctions</i>	Supporting children to reflect	Sanctions to be taken	
S1		<p>Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling)</p> <p>Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected)</p> <p>Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups)</p> <p>Forgetting learning materials, such as PE kit, musical instruments, homework etc. (continually disregarding reminders/notes home and demonstrating an attitude of 'I don't care')</p>	<p>Are they showing respect/empathy for others?</p> <p>Are they aware they are preventing others from learning? How are they contributing to class/group success (community)?</p> <p>Are they demonstrating courage?</p> <p>Are they developing a good learning attitude?</p>	<p>-Speak with the child and reinforce positive behaviours and expectations of the classroom or playground</p> <p>-All linked to Herrick Character and Learning Attitudes</p> <p>5 X S1 loses a break time- Parents are informed by the class teacher- Playground conversation with parents/guardians discussing behaviour and concerns</p> <p>Teacher also informs Phase Leader</p> <p>5 x S1 is recorded on CPOMS</p>	
S2		<p>Being absent from class without gaining permission (placing oneself or others in harm's way – actions impacting on members of the class and the teacher – collecting coats and bags/ equipment outside of the class/lunchboxes etc.)</p> <p>Choosing to waste learning time through inappropriate choices (wasteful use of resources, damaging equipment or property-small items, actions which reflect poor decision making)</p> <p>Use of inappropriate language/behaviour that is perceived as hurtful or disrespectful to others (low level incidents such as; talking back, body language, sulking etc.)</p> <p>Not taking responsibility for learning resources (irresponsible behaviour leading to damage of iPad, PE equipment etc.)</p> <p>3 sets of (5 X S1) = S2</p>	<p>Are they making the right choices?</p> <p>Are they able to work independently?</p> <p>Are they aware of mutual respect and tolerance?</p> <p><u>Are they aware of the 'rule of law'?</u></p>	<p>Teacher to send the child straight to a Phase leader</p> <p>-They need to catch up on missed learning time. Once done so, conversation linked to Herrick Character and Learning Attitudes</p> <p>First S2- loses a break time</p> <p>Third set of (5X S1) = S2 or</p> <p>2 X S2-Loses a lunch time. P/L to inform Asst. Head.</p> <p>Parents receive a letter to inform that their child has moved on to the second stage of the behaviour monitoring system.</p> <p>Logged on CPOMS.</p>	
3		<p><u>An accumulation of 4 sets of 5 Yellow sanctions(S1) leads to S3/Red/</u></p> <p><u>An accumulation of 3 Amber sanctions(S2) leads to S3/Red/</u></p> <p><u>An accumulation of 2 Red sanctions(S3) leads to S4/Black/</u></p>	<p>Sent to Headteacher/Asst. Head for -Referral to Behaviour Mentor - Pastoral care is offered</p> <p>Parents are invited into school to meet with the Headteacher / Asst. Head.</p> <p>Persistent behaviours that are deemed to be of this level will result in being placed on a 2 week Phase Behaviour Monitoring Report – During Monitoring Card weeks , Child will miss break and lunch time at first week.</p> <p>Logged on CPOMS.</p> <p>After Behaviour Monitoring card, the cycle starts again (From the first stage)</p>		
4 – Urgent action needed		<ul style="list-style-type: none"> • Racism • Unwanted physical contact • Swearing/threatening behaviour • Extremist language/behaviours • Cyberbullying • Homophobic language • Violence • Vandalism 	<p>-Sent to Headteacher</p> <p>-Parents are invited into school and child will be put on 2 week Head teacher's Behaviour Monitoring Report at the discretion of the CLT- During Monitoring Card weeks, Child will miss break and lunch time at first week.</p> <p>-Logged on CPOMS</p> <p>(if child receives 3 monitoring cards- SENCO ad class teacher will fill a concern form and look for external agencies support such as SEMHS)</p>		

Teaching and Learning Glossary

Sessions-a period devoted to learning. Lessons may vary in length.

Challenge- Learners need to expect difficult tasks to be difficult. Children should be encouraged to face their challenges and strive to the highest.

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 best to get there.

Feedback is provided on a learner's performance of a task which is used as a basis for improvement.

Learning Objectives-are brief statements that describe what students will be expected to **learn** by the end of school year, course, unit or lesson, project.

Success Criteria-are the standards by which the learning will be judged at the end to decide whether or not it has been successful in the eyes of the learners and teachers.

Self-Assessment- assessment or evaluation of oneself or one's actions, attitudes, or performance.

Cognitive skills-Cognition is the umbrella term for your learning skills—your ability to process information, reason, remember, and relate. You are taught something, some new information.

Metacognitive skills-thinking about thinking! Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

Conceptual understanding- the successful student understands ideas, and has the ability to transfer their knowledge into new situations and apply it to new contexts.

Problem Solving- the process of finding solutions to difficult or complex ideas

Strategies-teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified