

ST CHARLES R.C VA PRIMARY SCHOOL.



St Charles' Non Negotiable Code of Practice 2016-17

Policy Author	Date Published	Date for Review	Reviewer	Version
D Hill	May 2016	April 2017	D Hill	1

Our Mission Statement:



Signature of Chair of Governors

Date:

Signature of Headteacher

Date:

St Charles' RC Primary School- Agreed Non Negotiable Code of Practice – April 2016

Rules and Routines	AFL and Planning for Learning
<ol style="list-style-type: none"> 1. For consistency the school behaviour protocol is followed all the time 2. Pupils encouraged to walk calmly around the school building 3. Unacceptable behaviour is logged and followed up 4. All staff to use Standard English which includes the correct spelling, capital letters, full stops and other punctuation All staff to model the agreed school handwriting style 5. Teachers are responsible for checking TA marking is completed and accurate and to feed back if it is not in line with school policy 6. Teachers and TAs are responsible for checking children's responses to marking 	<ol style="list-style-type: none"> 1. Clear differentiation on all planning and current groupings evident, SEN/G&T pupils, pupil premium*, 2 year + , EAL, <u>summer born</u> (FS & KS1) and those who need to make accelerated progress (those identified as vulnerable to achieving end of Year expectations or set targets) identified on planning 2. All planning reflects how adults will be supporting learning and shared with them 3. All pupils involved in planning and setting of success criteria and achieving targets 4. Assessment will build on prior learning and address misconceptions 5. Pupils are aware of how to improve and the next steps in learning through use of regular learning stops (mini-plenaries) 6. Books marked using marking policy and pupils given time to respond to feedback given 7. Success criteria need to match learning objective and work set 8. Assessment folders to be kept up to date 9. Assessment of foundation subjects to be updated at the end of each topic 10. SATS style questions to be used in lessons (Maths/ Reading/ SPAG) to support learning and assessment
School Environment	Timetabling
<ol style="list-style-type: none"> 1. All areas to be kept tidy and well kept and presented including teacher's desk 2. Classroom displays are current and support learning and kept up to date 3. Group/Set/Guided Reading lists to be available with timetable and planning in classrooms 	<ol style="list-style-type: none"> 1. Guided reading daily by teachers and TAs 2. Reciprocal reading activities to support when guided reading takes place 3. Phonics – 20 mins per day in Foundation KS1 and KS2 (where appropriate) 4. All pupils timetabled for Lexia 5. Homework must be set on a Friday and returned for Thursday and home reading is promoted 6. English and Mathematics daily 7. Reading books sent home regularly and new reading books to be given if books not returned 8. Intervention time for SEN pupils to be evident on class timetable
Curriculum	Other
<ol style="list-style-type: none"> 1. All school based initiatives will be used RWI/Talk for Writing/Reciprocal Reading/CLIC 2. Planning based upon N.C Requirements using agreed school documentation 3. ICT will enhance learning 4. Purposeful reading and writing and maths every day 5. Staff plan for full coverage of the National Curriculum through topic based lessons 6. Cross curricular reading, writing and maths opportunities identified and planned for on the pacing grid 	<ol style="list-style-type: none"> 1. Staff feed into teacher assessment and identify pupil groups not making progress and ensure intervention is in place 2. IEPs regularly updated and fed back to SENCo 3. Staff to track groups of pupils and report to key coordinators 4. Long term plans and medium term plans are handed in on time and cover the NC 5. Guided reading, Literacy, Spelling & Handwriting and Maths books minimum of 4 pieces a week in each 6. Over a half term there should be the following work in books – a minimum of <ul style="list-style-type: none"> - Science 5 pieces (1 maths piece per term) - RE 5-8 pieces - Topic 5-8 pieces 7. Children's work should begin with the long date (short date in Maths) and a succinct title which reflects what the children are learning, e.g. <u>Suffixes using ly</u>. (Refer to the non-negotiables for presentation in books and presentation policy for more detail.)