Weldon C of E Primary School

Weldon Church of England Primary School — Learning and Flourishing Together

'Train up a child in the way they should go, and when they are old they will not depart from it.'

Proverbs 22:6

We seek to nurture the infinite worth of every unique individual through love, respect, perseverance, honesty and forgiveness, fostering an enduring passion for learning and an ability to live life in all its fullness. Our inclusive school community aims to enable our students to fulfil their true potential, developing people who make a positive impact on the world.

The Weldon Way

Behaviour Expectations: (Behaviour for learning)

- Children will move quietly around school and on entry & exit to Worship.
- Children will be able to talk about their learning when asked by an adult.
- Children will be able to articulate 'the pit' and know where and how they can access help with their learning.
- The 3 strikes will be consistent in all classes – pick your battles & use your judgement.
- Always walk in school.
- Open and hold doors for others - wait for adults to walk through a door first.
- If you see something on the floor, pick it up and put it away/hang it up.
- Children will sit on their chairs appropriately in the classroom and actively listen to adults and peers.
- Children will have the appropriate resources needed for learning.
- Good behaviour, manners and learning are rewarded with raffle tickets to go into the termly draw.

Classroom Talk:

- When others are talking in class, children will show they are focused and listening.
- Children will be aware of their talk partners and will engage in discussions when asked.
- Sentence stems will be provided as scaffolds to promote oracy.
- Classroom talk should be clearly modelled.
- There will be opportunities for all children to share ideas during inputs through Think Pair Share, choral reading and cold calling.

Manners

Manners are important 100% of the time, whether in school or on trips

- Always say 'please' and 'thank you'.
- Ask using the correct language, for instance "Please may I go to the toilet?" or "Would you mind helping me with my work?".
- Say "excuse me" if you need to interrupt someone or if someone is in your way.
- Be patient.
- Say hello to others and smile when greeted.

Environment Expectations:

At Weldon CE Primary we aim for a high quality learning environment, reflecting the high expectations of all in the school. Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence and building self-esteem across the entire primary age range.

Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our school. We also aim to create a 'language rich' and 'mathematically rich' learning environment.

Classroom Organisation:

- Books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- Children should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson.
- All areas should be kept tidy and free from clutter, piles of paper or books, random pieces of equipment.
- Window ledges should be kept clear of resources, and display, to allow maximum natural light into rooms.
- All adults using the classroom need to have their own place for resources and filing.
- 'Washing lines' to be used in each classroom – but take care where they hang.

Displays:

Displays celebrating learning in each classroom should:

- Have a clear double mounted title;
- Include finished children's work, mounted, that is the best that an individual can achieve; it should be largely free from errors.

The following MUST displayed in each classroom

- Behaviour Prompts, Expectations & Reward charts;
- Fire Procedures;
- Children's groups; for reading, writing and maths
- Phonics Sounds (EYFS and KS1 classrooms) – Little Wandle phonic charts
- Handwriting Letter Prompts;
- A faith space: School Prayer; Lord's Prayer; Lunchtime Prayer, explicit values and the school vision, together with a religious artefact, and cards for children's own prayers, to be encouraged and used within end of day prayer.
- Number-lines & Number Squares – to be used and written on!
- History timelines displayed in classrooms that include previous year groups projects
- A Writing Display linked to the project – could be displayed around school
- A Maths Working Wall – with key vocab for the learning, good examples, clear strategies
- An English Working Wall – as above
- Ninja word wall
- Understanding Christianity frieze & RE display
- Blooms taxonomy question prompts
- The Worry Box

Working walls are key for facilitating learning and are a central aspect of our Learning Environment. The Maths and English working walls should consist of:

- What A Good One Looks Like (WAGOLL) : a model of the success steps of the current learning ensuring that pupils have a visual working resource to support and extend their learning;
- Children's work illustrating success in achieving the learning objective / success steps. (In EYFS / KS1 photographs should also be used.)
- The current text map (this could be on a 'washing line' near to the working wall). Large sheets of old Text Maps / models should be 'bull dog' clipped together and displayed when they are relevant to the children's learning. Washing lines should include: non-negotiables for every write, genre feature toolkit, text map if used, class box up & model write.
- In Maths, the working wall should reflect the CPA approach (Concrete, Pictorial, Abstract) represented as: PALS: Pictures, Apparatus, Language, Symbols.

Book Expectations:

- Labelled with Name and Subject, with the school vision statement – English (not Literacy); Maths etc
- Covers to be kept clean – no writing or drawing
- Written date on first line in English Books / Numerate date (19.4.22) in Maths, underlined with a ruler in PENCIL
- Miss a line, then write Objective – underlined with a ruler in PENCIL. Y1 children may have stickers, but should build towards writing by the end of the year.
- KS2 should write in black ink for all written work, and pencil in maths. NO BIRO.
- Handwriting must be legible, well formed, and joined from mid Y2 upwards. Presentation should be tidy. This is applicable to all written work.
- A new page should be started for a new day
- Front covers shouldn't be bent back (KS2).
- Sheets should not be sticking out – all sheets must be neatly trimmed
- Knowledge organisers display at the beginning of each new project for History, Geography, Science, RE & Art

In addition, a logical, developmental learning journey must be seen in all books
In Maths, children must write their numbers in the squares and must leave clear space between calculations.

Non-negotiables in all books every single time are:

KS1

- Underlining date & title with a ruler **(From Summer in year 1)**
- Writing on the line
- Spaces between words
- Full stops
- Capital letters
- Numbers & letters the correct way round & formed accurately.
- Spelling of key words correctly – self corrected using letters and sounds charts/key word charts
- One line through mistakes
- Neat teacher writing in all books – you're the model for spelling & handwriting.

KS2

- Underlining date & title with a ruler
- Joined neat writing – NOT BIRO
- Spelling of all KS1 words accurately (not whith/ thier/ whent etc)

- Full stops
- Capitals
- Paragraphs
- Start by the margin
- One line through mistakes
- All lines to be marked using a ruler
- Neat teacher writing in all books – you're the model for spelling & handwriting.

Marking Expectations:

- All pieces of work must be marked across the curriculum. Where appropriate this can be a 'marking live in the lesson' with green and pink highlighters
- The best marking is completed with the children.
- Marking must improve learning, and must link to the LO
- What has worked well may be highlighted in green – this should link to the LO. Pick good examples – don't cover the work in green! (3 maximum)
- One piece for improvement should be highlighted in pink – must link to the objective…children need chance to correct this – it could be in the same lesson – and should be accompanied by an action or a question, which must be followed up – this may be in the lesson. (This doesn't have to be every child in every lesson)
- Teacher marking in green pen
- Children should edit their own written work using purple gel pen.
- Particular emphasis must be placed on the marking of punctuation and spelling even if this is not the LO. Spellings that are in the children's repertoire should be highlighted in pink, and corrected x3 under the piece of work.
- In KS1 and FS, where verbal feedback has been given regarding written pieces, this needs to be noted on the piece of work.
- EYFS & Y1 only - Ticks against the objective. One tick for on your way! Two ticks for nearly there! Three ticks for you have got it!