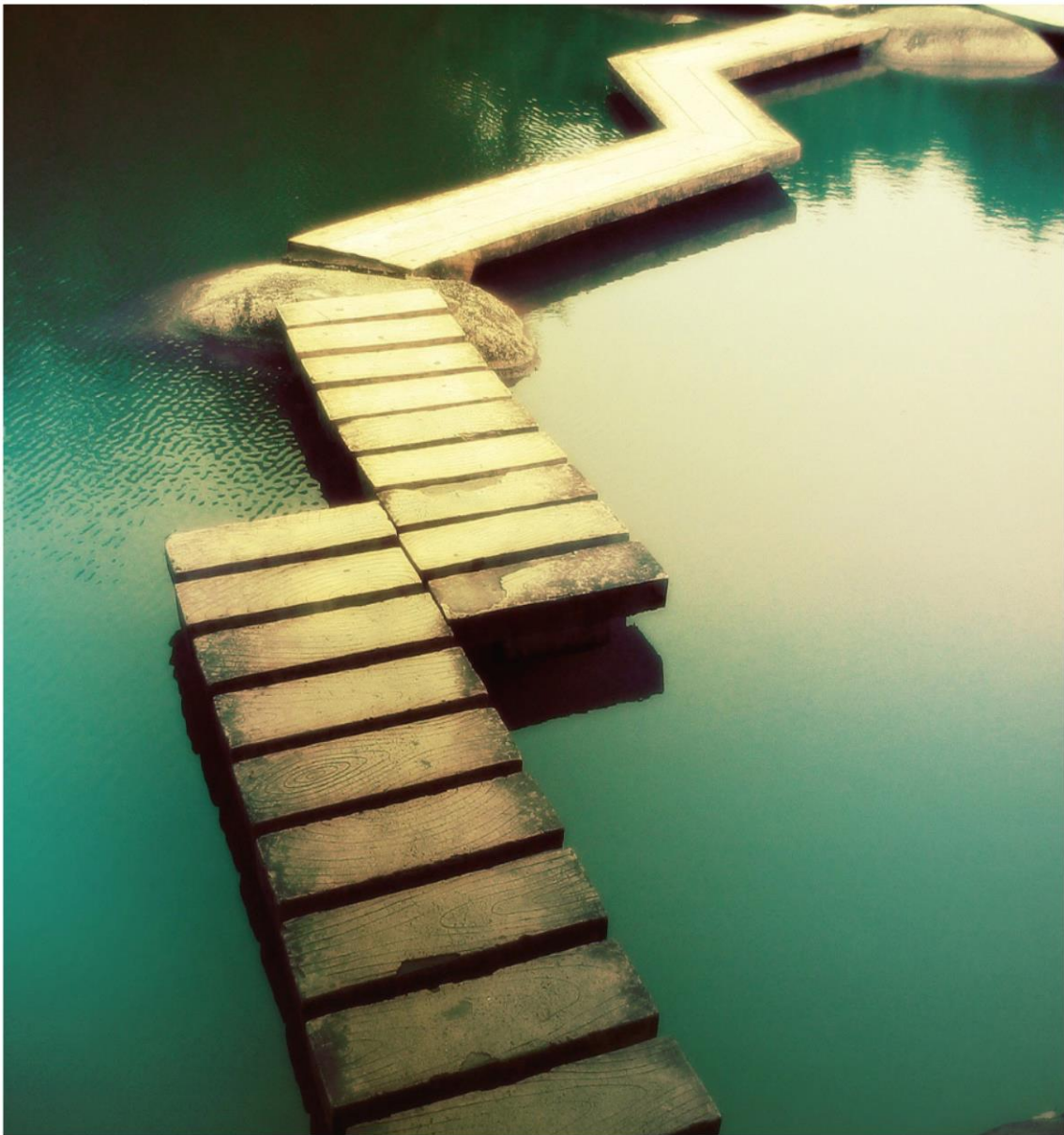




The St Joseph's Way





The St Joseph's Way



Good Behaviour

Governors' Statement of Behaviour Principles

One of the main purposes of our school is to ensure that children learn how to treat themselves and those around them with respect, and with a sense of care and concern for the physical and emotional well-being of their schoolmates. Our Mission Statement calls on us, "To expect high standards of behaviour, courtesy and respect engendering a spirit of co-operation and tolerance within the school community."

Jesus is our role model for behaviour and his teachings form the core of how people treat each other in St Joseph's School. We believe that promoting and highlighting positive behaviour is the best way to ensure that good behaviour prevails throughout the school. Good behaviour includes attitude to learning as well as interaction with others.

- Good behaviour is the expected behaviour. Teachers should make far more comments complimenting good behaviour compared to comments made on poor behaviour.
- Good behaviour can be rewarded with housepoints, stickers, name written in the class behaviour book, visits to the head or deputy for special praise and stickers. Golden Time on a Friday afternoon is a reward we expect all children to achieve for their normal good behaviour.
- Adults are the role models for behaviour. We should always conduct ourselves in the way that we would expect the children to behave.
- Children are expected to move around the school carefully; they should be greeted with a 'good morning' and be expected to reply; pleases and thankyou's should be commonplace; they should hold doors open for others; entering and leaving the hall for Acts of Worship should be done silently
- Children should have input into the agreed behaviour expectations for their classroom.
- If behaviour expectations are not met you should highlight previous positive behaviour; make it clear that it is the behaviour, not the child that you dislike; make it clear why the behaviour is not acceptable; make clear the positive behaviour you wish to see in the future; aim for reconciliation not retribution.
- Each Class will have a visual 'Traffic Light System' to track children's level of behaviour. Each child will start each day on the expected behaviour of the green level. Exceptionally good behaviour will allow the child to move up to the gold level winning five housepoints. Gold level children will be recorded in the class behaviour book and thanked at celebration assemblies. Disruptive behaviour, a poor attitude to learning or failure to heed a warning will result in moving down to amber. Repeated offences will result in a further drop to the red level. On reaching this level the child will be sent to work in a different classroom and a proportion of golden time will be lost. If red zone behaviour continues, or if violence or defiance occurs, a red card will be issued and all golden time will be lost. This will be recorded in the class behaviour book (alongside the many children who have had their names recorded for positive behaviour). The log books will be monitored by the deputy headteacher.
- Weekly reporting to parents – Each week a text message is sent to parents informing them of their child's standard of behaviour for that week. Expected good behaviour over the course of the week will result in a rating of one (one or two minor amber offences will not necessarily result in losing a 'one' rating.) Where behaviour has not been at the expected good level due to three or more visits to the amber or red zones the rating will be a two. If behaviour has been unacceptable due to repeated amber / red zone visits or red cards being issued a rating of three will be given and parents should be contacted to discuss the situation. Again the expectation is for children to achieve a one. The headteacher should be informed by Friday afternoon of the names of any children who have not attained a one rating. A note should be placed in Brendan's pigeon hole with this information.
- Each class has a meal time assistant attached to their class. They will follow a similar traffic light system which will feed into your class system. Liaison with them and establishing a good relationship will allow for good communication over the behaviour of your children at lunchtimes.



The St Joseph's Way

Learning Environment



- Turn Your Green into Pink Board - showing how children's work has improved as the result of aiming for their targets or reacting to next steps advice
- Talk 4 Writing Evidence – Constantly changing display reflecting the stage of talk 4 writing the children are at on a particular topic
- SPAG reminders – Tips for applying particular SPAG aspects in writing
- Questions Rich Environment – Bloom's Taxonomy question starters and sample questions sheets – accompanied by a range of different types of questions reflected on other displays in the room
- Behaviour Chart – Gold, green, yellow & red sections for children to move their names / photos. Beginning at green with the chance to move up to gold or down to yellow or red according to behaviour
- Marking scheme symbols on display
- Maths – constantly changing learning tips for topic being covered
- Trays and Resources clearly labelled
- Learning Behaviour Tips – 3 B 4 Me – Brain, Book, Buddy, Boss
- *Use Letterjoin handwriting script on displays when possible*
- Learning Toolkits and Target Fans always available and frequently updated
- Class Info – organisational paperwork such as planning, timetable, group structure to be kept in green folder not on display in the classroom



The St Joseph's Way English Writing



The Writing Process

Pie Corbett's Talk for Writing is taught from Foundation to year 6, using the three stages (the 3 'I's):

- Imitation – Children learn the key text (or part), story mapping, drama, language games etc.
- Innovation – Features of the text, Boxing up (changing an element), shared writing and guided writing.
Drafting and Editing: Use writing checklist children check own work. Peer editing – KS1: through speaking and listening. KS2: Editing Pro-forma. Teacher to mark every piece of work using the marking policy. Children respond in green.
- Independent – independent write (big write/progress write)

Requirements

- SPaG – KS1: Spellings tested weekly. Grammar taught through RWI and T4W activities and recorded in Get Writing Booklets or English book.
KS2: Spellings tested weekly (based on spelling rules and NC spelling list). Grammar taught through T4W and guided reading sessions. Recorded in English books and SPaG books respectively.
- Handwriting – Using letter-join scheme. At least 3 ten-minute sessions weekly in class, using handwriting books or letter-join worksheets. KS2: in addition to weekly sessions, have handwriting practice for homework.
- Displays - Learning Wall: add to learning wall frequently to aid learning and show progress (teachers and children).
SPaG: relevant to current learning.
- English Books – All Talk for Writing activities to be recorded, with date, WALT and success ladders (when applicable).
- Guided Reading/SPaG Books – All work with date and WALT.
- Big Write Books / Progress Write Folders – one Big Write and one progress write every half term. Assessed using 'Standards for Writing' by Ros Wilson. One Big Write a term is to be moderated by all staff.
- Learning Fans – target for writing which is regularly reviewed and changed. Personalized writing aids to support independence and progress.



The St Joseph's Way

Reading



Reading is considered as a core fundamental skill which underpins all subjects and is an essential life skill. Reading for pleasure is of prime importance in terms of enrichment and creativity and the school fosters this enjoyment at every opportunity. In all areas of reading there should be a generous mix of fiction, non-fiction and poetry.

Guided Reading

- In all classes from Foundation to Year 6 there will be one differentiated guided reading session for each child per week. Following this there will be supplementary, independent activities based on the text.
- An assessment should be carried out during each session for evidence and to inform future planning.

Class Reading

- These texts should be high-quality and challenging for all pupils.
- Teachers are expected to model “good” reading making use of punctuation and expression.
- Key questions to be used to engage and challenge children.

Individual Reading

- In KS1 each child has a school reading book which is banded according to their ability and this book is taken home and read with parents (recorded in the reading record book) as well as being used in class when an adult hears the child read (at least once a week and this should be recorded as well).
- School readers should be changed regularly – ie once the adult in the classroom has judged that a new book is required (has read well with parents and finished with an adult in class or if the book needs changing due to being at the wrong level).
- In KS2 each child has a school reading book chosen by the child which is monitored by an adult to ensure appropriate reading level and content (Some children will still need banded books).
- Children are expected to read this book independently as and when and complete a review which could take the form of a blog, poster, recommendation depending on the class teacher.
- KS2 children are encouraged and expected to read for pleasure often at home.
- The school celebrates World Book Day each year with various activities.

Library

- The school library is open to all children and regularly restocked using the Plymouth Schools Library Service.
- Each classroom also has a mini-library which is changed whenever a new supply of books comes in.
- The Devonport Library is on our doorstep and classes are encouraged to visit whenever possible. In KS1 there is the opportunity to hear a story read by the librarian.
- Each Summer and Christmas the Librarian visits our school to promote the Reading Scheme and we strongly recommend that children take part.



The St Joseph's Way



Marking & Feedback

- At St Joseph's we believe that marking should be a positive experience. Used constructively it is a powerful tool for helping children to improve their work and for setting targets for improvement.
- Every piece of work needs to be: dated (and titled in KS2), have differentiated objectives and success criteria /ladder where appropriate.
- Work needs to be completed on pencil in KS1 and, where appropriate, pen for KS2. Children should be dissuaded from using rubbers, instead brackets and a cross should be drawn around incorrect work to give the child the opportunity to continue correctly, as well as show their progress.
- The expectation is to mark every day in a contrasting colour to that of the child's work.
- Marking must give the children an opportunity to improve and should be marked against the learning objective WALT. Marking should be used as a tool to encourage, praise and motivate. Comments need to be constructive and ultimately inspire the children to get better. It must acknowledge the progress the child is making and how they can improve and develop their work.
- Where advice has been acted upon, and embedded in future work, teachers must acknowledge and praise this progress.
- Teachers will encourage TAs to be involved in marking and feedback where appropriate
- Marking symbols for Key Stage 1 & 2 can be found in the Marking policy and should be on display in each classroom. In the Foundation Stage most feedback is verbal. Symbols along with pink and green in written feedback will be introduced after the initial baseline assessment period in the first half term.
- Tickled Pink : this is a chance to highlight in pink where the children have been successful in meeting their WALT and will celebrate their achievements.
- Green for Growth : green highlighting will indicate to the children a chance to improve in a particular area which they should be looking to address in the next few pieces of work. Next steps need to help the children move on so that clear progress can be tracked. Acknowledgement by a teacher when the 'growth' has been achieved is particularly effective in consolidating improvements.
- Green Pens : Children will all have a green pen to use when reacting to green for growth comments. Particular time within lessons needs to be allocated to allowing the children to positively interact with their feedback.
- Self / Peer assessment : Alongside TA and teacher feedback, we recognise the invaluable contribution of children's feedback with their peers. This is a skill which should be actively developed to support children in marking their own and others' work against the success criteria / ladder.



The St Joseph's Way

Liturgy and God Matters



Liturgy

Prayer and Worship in St Joseph's School is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship with him, made possible through the work of Jesus and the witness of the Holy Spirit. It is an integral part of the life of our Catholic school, putting Christ at the centre of education, helping to create and sustain the Catholic ethos, making it tangible.

Principles

- Keep it short
- Make it regular
- Keep it simple
- Provide variety
- Get the children involved

Liturgical structure

- Gather-How we gather, the setting and the environment
- Listen-The word of God is proclaimed
- Response-The response to the Word leads into a time of prayerful reflection which may be accompanied by a symbolic action
- Going Forth-Giving the children something to hold onto from the experience of the liturgy that they can take into their daily lives.

God Matters

The RE curriculum is a core subject and therefore the expectation is to dedicate 2 ½ hours of teaching time per week outside of Liturgy. The themes follow the liturgical year and it is important to assess, plan, do , review within each theme in

AT1-Religious Theology Marking – RE is marked in terms of Theological understanding and extending knowledge. The marking is not literacy led therefore the only type of corrections are Capital letters for God or names, and theological misconceptions.

Opportunities to develop children's AT2 Wonder and awe is essential to enable children to be reflective.

Recording Evidence

Foundation - A3 Black book, 2 pages per theme as a collection of work, photos, pictures and rationale

Year 1 and Year 2-RE folder per child, 1 large class book 2 pages dedicated to an overview of the children's work/photos and rationale-this book will move up with the children to support progression of learning and a starting point for the new topic.

Year 3,4,5,6-1 RE folder per child, 1 RE book per child for extended writing

1 large black class book, 2 pages dedicated to an overview of the children's work/photos and rationale-this book will move up with the children to support progression of learning.

Planning the relevant additional faith is covered within the context of the whole unit.

Three topics need to be assessed and records kept.

1. Sacraments
2. Lent, Easter or Pentecost and Mission
3. Revelation, Creation or Prayer, Feasts and Saints

Your class focal point should have:

A Bible, Cross/Crucifix, Statue of either Mary, Jesus or both, Green, white or yellow, purple and Red cloths, Candle with holder, a lighter kept away from children, RE board to support each theme

Resources

These are located in the Teaching PPA room. There are various books from the Old and New Testament. Books following the Liturgical year and the themes covered in God Matters. Posters are located in the Green drawers in the school hall. There are various resources and books to support the 'other faiths' element. Guest speakers from 'other faiths' are invited in to support the learning, to give accuracy to their own faith and to support teachers.



The St Joseph's Way



Planning

1. Planning is carried out on the formats agreed by the subject leaders.
2. Planning is saved on to 'the Cloud' in the first instance.
3. A green planning folder is in place in each room and must be kept up to date with planning in place for *Monday morning* and divided into the following sections:
 - Class timetable indicating clearly what happens in class AM and PM
 - Up to date class list highlighting Pupil Premium, SEND and EAL children.
 - Supply Teachers pack – child protection, RE, marking etc.
 - Literacy weekly plan
 - Maths weekly plan
 - RE unit plan
 - IT – Rising Stars plan annotated
 - Foundation subjects medium term plans
 - Current Individual Education Plans (IEPs) – reviewed ones to be passed to be signed by parents and staff and passed to SENDco.
 - Current Group Education Plans (reviewed copies to be passed to Deputy Headteacher).



The St Joseph's Way

Mathematics

Maths at St Joseph's



At St Joseph's, it is our desire to ensure that pupils leave us as competent mathematicians. They are able to draw upon basic number facts and apply these to solve problems. Gaining fluency in number facts is what underpins everything in Maths, although being a good mathematician isn't just being able to recite times tables facts. It is about being resilient when faced with a problem and developing the skills required to reason mathematically. Our children at St Joseph's will leave us in the knowledge of the importance of Maths within every day life, and that we use our variety of maths skills all the time without necessarily realising it.

Maths in the classroom

- Pupils at St Joseph's will receive quality first teaching of mathematics on a daily basis.
- Teachers will plan stimulating and engaging lessons which provide a purpose – for example, children will need to understand the importance of rounding and estimating and why they'd need this later in life.
- Planning will be primarily based on resources taken from the AET and NCETM websites which are current and up to date sites designed to embed and enhance the three aims of fluency, reasoning and problem solving.
- Pupils will be expected to learn the basic number facts for the year group they are currently at.
- Following the calculation policy, teachers ensure that the correct methods are taught for the four main operations and that mental strategies are taught too.
- Pupils work and understanding will be assessed both summatively and formatively with teachers setting challenging but realistic targets which the pupils and parents will work together to try and achieve as quickly as possible.
- Intervention will be put in place for pupils with specific gaps in mathematics to ensure they make progress.
- Concrete resources/manipulatives will be used from the moment children arrive in Foundation to guarantee their conceptual understanding from the earliest age – for example, Numicon will be used across the school from Foundation to Year 6.
- In the Year groups where knowing Roman Numerals is an objective (years 4-6), the date in maths books should be written in Roman Numerals.

Assessing Maths

Assessments of maths will take a variety of forms. It is a school expectation to update Target Tracker six times per year, and so it is crucial that accurate data is inputted. To gain a firm grasp, and to evidence and validate judgements made;

1. Teachers will assess against key objectives throughout the year.
2. Teachers will use Rising Stars progress tasks on a half termly basis.
3. Teachers will produce progress tasks which link to specific objectives taught.
4. Teachers will use 'one minute maths' and 'times tables travels' to assess pupils knowledge and understanding, and to help create targets.

Maths Systems

- Pupils from Years 3-6 (and Year 2 from Summer term) will learn their times tables and attempt to know all multiplication and division facts by completing the Times Tables Travels.
- In every year group, children will work towards knowing the ten key objectives during the year by completing challenges throughout the year in 'One Minute Maths'.
- Each year, children have the opportunity to take part in the times tables champions competition.

Engaging Parents

At St Joseph's, we work hard at encouraging parents to be active participants in the children's learning by;

- Inviting parents in to 'problem solve with their children' twice in the academic year.
- Creating maths videos (to be published on the school's website) of concepts taught to the children in order to help parents support their children.