



Fountains C of E  
Primary School

# Defining High Expectations

What are our non-negotiables?



# Teaching and Learning

Through our curriculum we will...

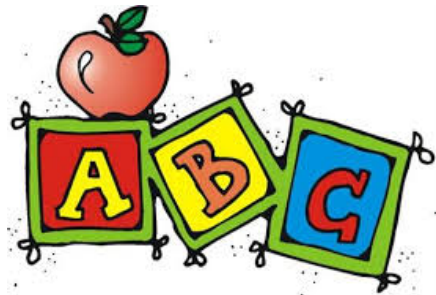
- embed the Vision and Values of the school
- have high expectations for all learners and motivate children to believe in their potential.
- ensure that children are actively involved in their learning.
- appropriately challenge and support all learners with experiences which are relevant, inspiring, motivating and engaging.
- provide a learning environment which is safe, caring, supportive and stimulating.
- demonstrate secure subject and pedagogical knowledge to inspire and develop understanding.
- celebrate diversity and recognise each other as unique individuals; all different; all equal.
- inspire lifelong learners who are active citizens caring for, supporting and contributing to local and wider projects.
- deliver lessons rich in knowledge and vocabulary.
- provide opportunities to Elicit, Engage, Explore, Explain, Elaborate, Extend and Evaluate learning.
- enable appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within our provision.
- insist on high expectations of learning and social behaviours.
- develop skills of critical thinking and reflection so that they can make correlations and connections.
- to develop independence, growth mindset and resilience through meaningful and relevant content and approaches.
- encourage outdoor learning.
- encourage children to ask questions.
- develop and sustain good links and focused communication with the school community.
- enrich learning opportunities with visits, visitors and extra-curricular activities.

## Reading

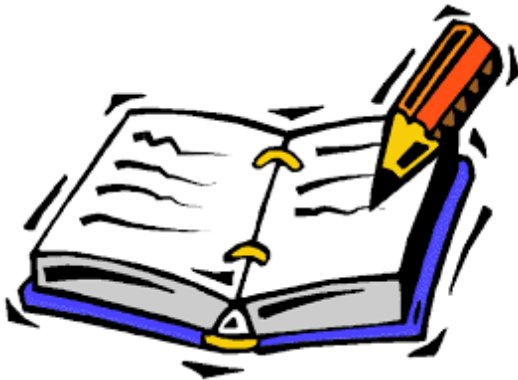


- **Y1-6** 30 minutes reading daily
- **EYFS** daily reading recorded in diary
- **SEN/further support children** 3x individual reading
- **Y1** record of reading in reading diary after every individual read
- **Y2-6** record in reading diary from teacher after every quiz
- Opportunity to change book daily
- 1 guided reading lesson every week

## Phonics



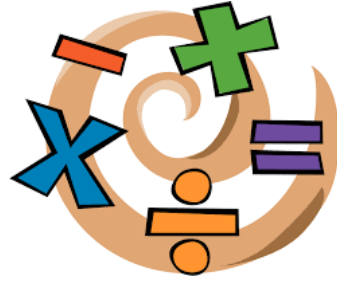
- **Daily discrete phonics in C1, 2 and when needed in KS2.**
- **C1** have phonics book which is acknowledged by teacher for each piece of work.
- **C2** have sound/spelling books.



## Writing

- **Y1-6** English books include writing and grammar.
- Minimum of two pieces of work per week in books
- **C2,3 and 4** spelling books – weekly spellings
- **C2** daily spelling practice.
- **EYFS** - daily writing in phonics
- **EYFS** – Areas of provision include opportunities for mark making.

# Maths



- Daily maths lesson
- **Y1-6** discrete mental arithmetic session at least 3 times per week
- **Y5-6** mental arithmetic warm-ups at the beginning of a session

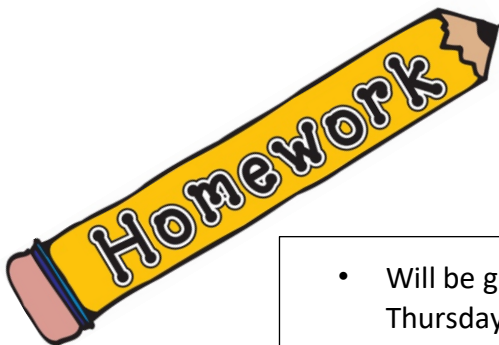
## EYFS

- Numbers taught following the model used in phonics: 1 number per day.
- Opportunities to demonstrate maths knowledge through provision areas.



# PE

- Approximately 2 hours of PE each week.
- 15 min movement break to include daily mile/skip2bfit/box2bfit
- Mindfulness breaks can include Go noodle, brain gym, breathing exercises, colouring etc.



- Will be given out on a Friday and handed in on a Thursday.
- Will include a reading, spelling and Math/ English or topic task.



Children will be awarded dojos for meeting the expectations we have agreed for learning behaviours in our school:

**Aspiration To have high expectations; to be resilient and persevere to achieve personal goals.**

**Effort To be engaged and motivated.**

**Responsibility To be an autonomous learner, to ask questions and be critical thinkers.**

**Respect To be able to collaborate and communicate effectively with others.**

Each Friday the learning behaviour totals will be counted and recorded on our tracking system. Children can earn 5 per week. At the end of each half term, all the children who have consistently achieved the minimum expectation will be rewarded with a Golden Time treat.

\*Dojos will also be awarded to children for good manners, looking after their environment and resources, being a good friend and completing tasks to a good standard, going above and beyond; setting good examples, being ambassadors for learning, completing homework tasks to a good standard, reading 5 times a week. These will be awarded at the discretion of each class teacher. Class dojos will determine whether the children achieve their class rewards:

15 = a treat out of the box

30 = a week of lunchtime queue jumpers

40 = 30 mins laptop time with a friend

50 = Dojo teacher

## Sanctions

If children are not conforming to the agreed expectations, they will be given a reminder. If they do not modify their learning behaviour, they will be asked to have 'time out'. This may mean working in another area of the classroom, working with a different group or being supported by an adult. If a child continues to behave in an unacceptable way the child will be asked to join an agreed partner class with a brief explanation to the receiving staff member of the work which needs completing until the end of the session. When they return, the teacher will discuss the behaviour with the child and taking the age into account, discuss the strategies that will be put into place to support them next time. Parents will be informed in the event of time out of the classroom.

## Marking and Feedback

- To use a positive symbol (tick/sticker/stamp) to acknowledge that the book has been looked at.
- A highlighter pen/tick can be used to indicate examples of quality work (e.g. areas which specifically meet the objective, work which demonstrates good method/understanding).
- Symbols used to identify basic skills errors;
  1. Error/Omission of punctuation o
  2. Spelling error ~~~~
  3. Makes no sense ( )
  4. Paragraph //
  5. Insert ^
  6. Next steps ↗
  7. Corrected ©
- Ticks used to mark calculations correct or identify positive aspects to the work.
- A dot used to signify that something needs checking.
- A 'x' can be used to indicate an incorrect response.
- Children self-assess at the end of the session using traffic light coding.
- Teacher to complete feedback sheet to record assessment of children's learning in the session.
- Feedback about work given at the beginning of the next session and should include time for children to respond, clarify misconceptions and share good examples.
- Children should respond to verbal feedback using their purple pens to ensure that it is obvious when work has been improved or if they have responded to a challenge set within the session.



## Communication

- All staff to put class piece on website every Friday
- About our class up to date and includes timetable
- Homework page up to date
- Knowledge mats uploaded to curriculum
- Instant messages can be sent out via class pages but need to remember to send notification
- Chalkboard
- Online calendar
- Email

