



# Policy for

## Learning

2021/2022

<u>Status</u>	<u>Version</u>
Date:	
Agreed by:	
Review Date Due:	

Our policy for learning, aims to ensure that the children at Carreghofa are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and well-being.

### **“Happy Together, Reaching High!”**

Our Vision Statement: Our shared vision is to nurture valued, empathetic, and motivated children to achieve and shine as part of Llanymynech community, where inclusion and equality is our central goal. Children will thrive in an enthusiastic, safe and happy environment where excellent behaviour, social manners and personal achievements are paramount. We will work to ensure that all our children engage positively in their learning and have a creative, confident mindset. We will facilitate a child centred learning experience that supports every child to reach their potential.

Our values:

- \* Respect
- \* Honesty
- \* Perseverance
- \* Responsibility
- \* Teamwork

For effective learning to take place we will:

- \* Plan and prepare all learning opportunities carefully
- \* Share the learning objective with the children at an appropriate level
- \* Make a clear link between previous and future learning
- \* Have a clear outcome to be achieved at the end of the lesson/series of lessons
- \* Ensure appropriate challenge for all children
- \* Be appropriately and readily resourced
- \* Engage children through good questioning
- \* Have good pace
- \* Be enthusiastic and make learning fun and inspiring
- \* Ensure all pupils participate fully in learning activities
- \* Ensure excellent behaviour management
- \* Provide opportunities for independent learning and enquiry.
- \* Ensure careful monitoring takes place throughout the lesson to ensure understanding and progress.
- \* Ensure children know what they have done well and what they need to do next through effective feedback and target setting (goals).
- \* Build positive relationships and provide good role models.
- \* Establish and maintain effective learning environments where all learners feel safe, secure and confident.
- \* Clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
- \* Build on the varying experiences, achievements and interests of learners to help them make progress.
- \* Personalise learning in order to address individual needs.
- \* Manage the physical learning environment safely and effectively.
- \* Use appropriate teaching strategies to ensure positive behaviour, promote the well-being of children to ensure good progress and outcomes for all learners.
- \* Ensure smooth transition arrangements to support a child’s learning and personal development.

## **Assessing Learning**

At Carreghofa we use a range of monitoring and assessment strategies, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching. There is a clear distinction between assessment of learning (for the purpose of grading, measuring progress and reporting) and assessment for learning. (See below).

### **Assessment of learning**

See appendix for details of what and when.

### **Assessment for learning**

For ongoing formative assessment, it is necessary to focus on the learner's achievements and the ways in which they can move forward. Regularly over the school year we spend time with individual children discussing their strengths and identifying target areas for improvement. Progressively throughout school we develop children's ability to self-assess and assess their peers, providing constructive feedback which enables further learning to take place alongside responding to the teacher's feedback.

**Target setting (Goals)** - It is important that children know what they need to work on in order to improve. Each child is given an opportunity to review their personal target (Goal) at least once a week from Year 2.

## **Cymraeg**

We strive to promote Welsh culture and ethos through as many areas and activities as possible. In addition to classroom based Cymraeg, many activities are carried out through the year like trips to the theatre to listen to a Welsh orchestra and school eisteddfod to ensure Cynefin. All staff ensure that there are bilingual notices around school and in the classrooms.

## **Developing Relationships**

In order to succeed and be happy, a person must have self-esteem, confidence and the ability to take responsibility. Relationships within school play a big part in this. At Carreghofa we promote positive relationships by:

- \* Ensuring everyone feels valued and cared for.
- \* Using language in a constructive and respectful manner.
- \* Using behaviour management approaches which focus on the positive with the emphasis on rewarding good behaviour.
- \* Providing as many opportunities as possible to succeed and celebrate success
- \* Providing role models for the attitudes and values we wish to see developed.
- \* Being a central part of the community.

## **Behaviour**

At Carreghofa, we take pride in the fact that almost all children demonstrate positive attitudes towards school and are self-disciplined. The following systems are in place to help promote appropriate behaviour throughout the school.

Our first approach will be to look for positive behaviours from the child in question or others around them. We have many strategies in place that praise good behaviour – positive praise, reflection assembly recognition, values assembly, stickers, seeing head or other teachers.

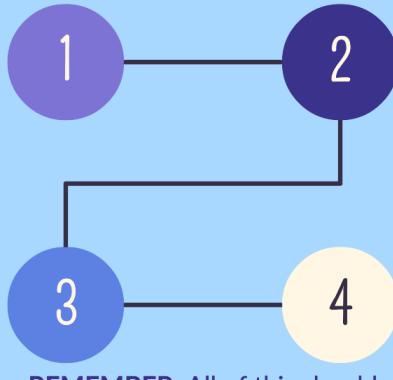
# A Consistent Approach

Read:  
When adults change, everything changes.

## The Teacher Look

Most children will pick up on this but remember there are some that won't.

**A Choice**  
Give the child a choice based around the expectation



**REMEMBER:** All of this should be in a controlled manner. We are supporting them to learn.

## A Quiet Word

A reminder might be needed of the expectation

## Time Out

This could be out of class, in another class or with the Head. This will be the teacher's decision and could involve the child.

If the inappropriate behaviour continues then exclusion will be considered – please see exclusion policy.

See separate anti-bullying policy for more details on how we deal with any issues concerning alleged bullying/bullying and about Kiva – anti-bullying programme taught through year 3 – 6.

## Equal Opportunities

Children at Carreghofa Primary School have an entitlement to access all activities offered regardless of ability, race, culture and religious background, gender, sexuality or specific need. All pupils are valued equally.

See Equal Opportunities Policy for further details.

## Additional Learning Needs

At Carreghofa, all children should have access to the curriculum in order to achieve their full potential.  
See ALN Policy for further details.

## The role of the Governors

Our governors determine, support, monitor and review the school policies on learning. In particular they:

- \*Critical friend
  - \*Support the use of appropriate teaching strategies by allocating resources effectively
  - \*Ensure that the school buildings and premises are best used to support successful learning
  - \*Monitor teaching strategies in the light of health and safety regulations
  - \*Monitor how effective learning strategies are in terms of raising pupil attainment
  - \*Ensure that staff development and performance management policies promote good quality teaching
  - \*Monitor the effectiveness of the school's learning policy through the school self-evaluation process.
- This includes monitoring reports and head's report to governors.

## The role of Parents

Parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- \*Carrying out welcome meetings and transition sessions for new starters.
- \*Sending out newsletters that include a ‘how you can help at home’ sections.
- \*Sending out termly reports explaining the progress made.
- \*Providing a weekly after school clubs that is available for all children.

Parents have the responsibility to support their children and the school in implementing school policies.

Parents should:

- \*Promote a positive attitude towards school and learning in general
- \*Ensure that their child has the best possible attendance record
- \*Ensure that their child is equipped for the school with the correct uniform, and PE kit.
- \*Do their best to keep their child healthy and fit to attend school

This policy was reviewed by staff in September 2022. It is to be reviewed annually so will be reviewed again in September 2023.

### **Appendices**

Our curriculum

Assessment

Feedback/marking

Homework

Handwriting

Displays

Signed by:

Head: \_\_\_\_\_ Date: \_\_\_\_\_

Governors: \_\_\_\_\_ Date: \_\_\_\_\_

School Council: \_\_\_\_\_ Date: \_\_\_\_\_

## Our Curriculum

This academic year is the first year of implementing Curriculum for Wales. Using the guidance we have our own bespoke curriculum focusing on the principles of the Curriculum for Wales.

Our curriculum is based around our school vision, values and the four purposes.

The Four purposes are:

Ambitious Capable Learners

Ethically Informed Citizens

Healthy Confident individuals

Enterprising, creative contributors.

The children are supported to develop these attributes with the help of our four school owls:



Ambitious Alwyn



Ethical Eurig



Healthy Hedd



Enterprising Eleri

We embed these into 6 areas of learning:

- Health and Well-being
- Language, literacy & Communication
- Mathematical Development
- Science & Technology
- Humanities
- Expressive arts

Children are taught in 4 classes, and we have an on-site preschool called Owlets. We have a flexible timetable but ensure breadth and balance of the curriculum.

We have a whole school approach which supports the children's learning over the term, but it is crucial that the children have ownership of their learning, so they have teacher input which leads into the Guiding Question. The children then ask questions which in turn supports the teacher's planning.

We ensure that throughout the school year the children work closely with their teacher to identify their next steps which we call Goals to ensure they make progress to help them achieve their potential.

## **Assessment, Recording and Reporting**

At Carreghofa, we believe that a clear understanding of a child's ability is paramount in establishing a starting point for learning. Therefore ongoing assessment is vital in ensuring effective learning.

### **Aims**

- To offer all pupils an opportunity to show what they know, understand and can do.
- To establish a starting point for learning.
- To use assessment to set targets (goals), help individuals make progress and improve standards.
- To encourage pupils to suggest improvements for their own and others' work through self-evaluation and peer evaluation techniques.
- To provide a complete picture of pupil's achievement and progress across a wide range of skills.
- To inform parents of their child's progress and involve them in the learning process.
- To enable effective transition between classes and schools.
- To inform Governors of the standards achieved throughout the school

At Carreghofa we assess on three levels.

#### **Individual**

We continually encourage children to consider feedback and with support, evaluate their strengths and identify areas for improvement. Regularly through the year teachers work with children to review progress and set new targets (Goals). Children on the Additional Learning Needs register will use these goals to support their targets on any plans they have.

#### **Class**

Informal assessment occurs daily, in the form of observation, questioning and marking of children's work. Comments are shared with the children in a positive, specific and developmental manner. Formal assessments are carried out through the National tests from Year 2-6 and baseline assessment during the first 6 weeks of starting school.

#### **Whole School**

Pupil attainment is tracked or monitored throughout each key stage and regularly reviewed by teachers, the Leadership Management Team and school governors. This information is used to monitor pupil performance. We are currently reviewing assessment in line with the Curriculum for Wales and are moving to a much stronger emphasis on individual progress and next steps.

### **Assessment Details**

#### **Foundation Phase**

In the Foundation Phase assessment is carried out informally on a daily basis. Records are kept on each pupil in the form of a learning journal including photographs and samples of work detailing "significant events" in a child's learning. Other more formal assessments will include:

Baseline - We complete the new foundation phase profile on entry and then the national information is collected during the first 6 weeks in Reception.

Phonic assessment based on letters and sounds

National tests – Year 2

# ASSESSMENT TIMETABLE

Ongoing	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Focus group with Teacher with quality verbal feedback throughout showing progress from start to end.</li> <li>Weekly goals with teacher to review progress in learning supported by classwork, growth trees and whole child challenge trees.</li> <li>A range of good quality A4L strategies planned throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> <li>Phonic tracker</li> <li>Personalised assessments before half term Yr 2-6</li> <li>Nessy Quest dyslexia screening Yr 3</li> <li>CATS Yr 4</li> <li>Happen survey</li> <li>Interaction with parent consultation</li> </ul>	<ul style="list-style-type: none"> <li>Baseline for any Reception new starters</li> <li>Phonic Tracker</li> <li>Interaction with parent consultation</li> </ul>	<ul style="list-style-type: none"> <li>Baseline for any Reception new starters</li> <li>Phonic tracker</li> <li>Personalised assessments after half term Yr 2-6</li> <li>Kiva Survey</li> <li>Interaction with parent consultation</li> </ul>

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## Transfer of Assessment details

An introductory meeting with new starters is carried out. Depending on where the child attends pre-school (if any) depends on the information we receive.

## Foundation Phase to KS2

\*National Test results

\*IEPs /ULPP

\*Reading Path

\*Multiplication records

\*Teacher assessments

(These will be discussed through with class teacher during transition meetings)

## KS2 Teachers

National Test Results

Goals/next steps

Teacher assessments and targets

## KS2 to KS3

See Transition policy

## Reporting to parents

\*2 Parents evenings a year, 3 for years R to year 1 link with interactions

\*End of year school report focusing on progress with links to progress directly to the L.N.F, Interction reports for Year R and Year 1

\*We are also available for meetings if requested by parents

## Feedback & Marking

### Aims

All feedback should have a clear purpose for either the child or the teacher depending on the learning objective and success criteria.

## **Purpose of feedback**

- \*To inform teachers of a child's progress, attainment and needs for future planning.
- \*To provide feedback about current work
- \*To motivate pupils to further effort by praising current achievements and show the way forward
- \*If the final copy is to be displayed the teacher may add all the correct spellings if appropriate.

## **Process for feedback**

### Focus Teacher Group

- \*A green stick man is drawn in the top right hand corner at the beginning of a piece of work
- \*The teacher supports the child through their work making comments in green if necessary and drawing attention to the Top 10 Must Haves.
- \*The teacher then initials the work at the end in green pen

### Independent work

- \*Teachers then mark the books after the session by doing one of three things:
  - \*Work is to the expected level – Praise stamp at end of piece of work (not blue)
  - \*Minor corrections are shown, often linked to the Top Ten Must Haves in green pen then praise stamp at the end of the piece of work (not blue)
  - \*Work is not at the expected level or has exceeded the expected level – blue praise stamp given. This shows action is needed. A comment is placed by the blue stamp. Teachers will then ensure comments are actioned over the following days.

Additional actions for exceptional work – highlight a particular sentence or stamp with 'Mrs Pritchard would like to see this stamp'

The above approach will continue alongside peer assessment and self-assessment.

## Homework

### The nature of homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupils time in school
2. Amount and frequency of homework should increase as a pupil gets older
3. Homework should not cause undue stress on the pupil, family or teacher
4. It will not necessarily come in the form of a written task
5. Homework should be set regularly from Foundation phase to Key Stage 2
6. Parents should be encouraged to talk to staff about homework concerns

### **Reception-Year 6**

Reading and phonic practise every day (Age appropriate).

Key Words in tin to read at home every night (Where appropriate).

Weekly task set on Teams

Numbots, TTRockstars, Teach your monster to read and Letter join are all available to work on at home

## Displays

Display is a celebration of individual achievement. It can also be used to initiate a topic to inspire children. Displays should not always be seen as an end product; they can be used to illustrate the development of ideas and different stages of the learning process as well as celebrating the finished item.

## Aims

- \*For displays to celebrate children's achievements
- \*For displays to provide further learning opportunities, where appropriate including targets
- \*For displays to be interactive where possible
- \*For displays to be vibrant and appealing

## Criteria for success

- \*Displays are regularly updated
- \*Displays are tidy and maintained, free from clutter.
- \*Examples of work are included (all abilities)
- \*Displays should be relevant to what the class have done/are doing
- \*Welsh elements are included on displays as often as possible

## Responsibilities

Each teacher is responsible for the display boards within their class and responsibility for the corridor displays will be shared out between all teachers at the start of each term.

## Equal opportunities

Each child's work must be displayed at some point through the year. No child's work will be omitted for under achievement as long as it is their best effort.

## Developing the learning environment

At Carreghofa we aim to provide a rich, broad and balanced curriculum that inspires children through a variety of opportunities;

- \* Through creating a happy, purposeful atmosphere
- \* Through stimulating topics
- \* Through learning first hand (visits and visitors)
- \* Through paired and group work
- \* Through planning and assessment for learning opportunities
- \* Through creativity and drama
- \* Through problem solving, inquiry and real life examples
- \* By encouraging pupils to take care of their own and others' property
- \* Through extra-curricular opportunities

## Checklist for what each classroom needs

Class _____	Tick
Class name on door with colour displayed	
Presentation guide displayed	
Duties rota	
School vision and values	
Fire drill information	
Big picture display	
Resources clearly labelled and accessible	
Resources available to aid learning	
Class information board/area	
Class timetable	
Group list	
Any rotas	

Medical needs on list in office (check up to date)	
Eco-code	
Class and school rules	
Pegs labelled	
Handwriting and number formation displayed	
Must Haves	

### **Handwriting**

Neat handwriting is an important skill that needs to be practised. Children in the Foundation Phase will have access to writing materials. Handwriting activities will be practical and on a large scale moving to formal writing as the child is ready.

#### **Aims:**

- \* For all children to form letters which are clearly shaped and correctly orientated
- \* For KS2 children to write fluently, legibly and at reasonable speed

In each class the teacher will demonstrate, when necessary, letter formation and the process of writing. Children will then have the opportunity each week to practise their handwriting. With younger children, the teacher will work with small groups but as the children get older, handwriting may be taught to the whole class. The teacher will try to ensure that significant faults do not become habits.

#### **Progression**

##### **Reception**

- \*Correct pencil grip
- \*Correct formation of name
- \*Letter formation linked to letter join
- \*A range of techniques are used to develop correct formation

##### **Yr 1/2**

- \*Correct formation of all letters including positioning of ascenders and descenders
- \*Begin to join writing using topic and high frequency words when ready
- \*Capital letters
- \*Handwriting practise 15mins a week
- \*Letter join scheme

##### **Yr 3/4**

- \*Fluent neat writing following Letterjoin scheme
- \*When consistently neat, move to pen (Pen License)
- \*30 minutes practise each week plus individual children targeted-supported

##### **Yr 5/6**

- \*Fluent joined writing using Letterjoin
- \*Target/support individual children
- PEN- Erasable black pen

Please see next sheet for Presentation guide and letter formations.  
KS2 will also learn to touch typing

# Presentation Guide

- I will write the date and title at the top of my work. I will underline with a ruler.

- I will not leave blank pages in my books.  
I will leave a line under old work and draw a line using a ruler before I start new work.



- If I make a mistake, I will put one neat line through it or rub it out.

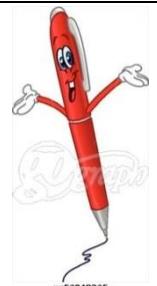
- I will write on the lines in my book. I will not write in the margin.



gg5154115 www.gograph.com

- I will use pencil for drawing.

- I will use a black handwriting pen in books only when I have a pen license.



gg56010265

- I will not doodle in or on the covers of my books.
- I will try to make sure my work is neatly presented at all times.

#### **Letter formations**

##### Lower case pre-joining

abcdefghijklmnopqrstuvwxyz

##### Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

##### Numbers

1 2 3 4 5 6 7 8 9 0

##### The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

## **Glossary**

Below are a list of terms in this policy. Please ask if you are unsure of anything.

WALT - we are learning to

WILF - what I'm looking for

TL - today's learning

LNF - literacy and numeracy framework

DCF - digital competency framework

ALN - additional learning needs

BS - basic skills

SA - school action

SA+ - school action plus

MAT - more able and talented

IEP - individual education plan

SC - success criteria

KWL - know, want to know, learnt

CAME - cognitive acceleration in mathematics education

CD - creative development

PD - physical development

WLD - welsh language development

PSD - personal social development

CGP - publishing company

ATS - assessment tracking system

SWST - single word spelling test

## **Behaviour & Discipline policy**

At Carreghofa, we take pride in the fact that almost all children demonstrate positive attitudes towards school and are self-disciplined. The following systems are in place to help promote appropriate behaviour throughout the school.

## **School Procedures**

## **Our School Rules**

Children need to be clear about what is expected of them. The school rules underpin the overall ethos our school wishes to create. Children need to be taught and reminded of the rules and the reasons for them. They must know that they will be praised and rewarded when the rules are adhered to. Equally, if the rules are broken, children need to know what sanctions will be imposed. It must be stressed that if a child has chosen to break a rule, they must be encouraged and helped to find an alternative solution next time.

### **Our School Rules are**

- . We are polite.
- . We tell the truth.
- . We try our best.
- . We follow instructions by an adult in school first time.
- . We care for each other.
- . We walk sensibly in school.

Each class will discuss and negotiate their Class Rules at the beginning of each school year as part of their PSHE curriculum. Children may create a class charter or a display of behaviours they have agreed upon. During this time the school rules will also be discussed and reinforced.

## **Rewards**

Staff must remember to look for, praise and therefore reinforce positive behaviour at every available opportunity. This may be for good behaviour, manners, achieving something of particular difficulty to that individual, showing responsibility and initiative, good work etc. in and around school.

Our rewards include;

- \* Verbal praise
- \* Stickers
- \* Written praise on a piece of work
- \* Sharing the good work or good behaviour with the rest of the class

- \* Sending the child to another teacher, the deputy head teacher or the head teacher to share the good news and share work
- \* Contact parents by telephone call, reading record, note or by meeting them on the schoolyard to reinforce achievements
- \* Giving the child privileges and responsibilities
- \* Tokens awarded in values assembly
- \* Presenting stickers and certificates at Friday's Good Work Assembly

As children progress through the school they are encouraged to take an increased amount of responsibility for their own behaviour. This will include an understanding of the benefits that positive behaviour has for them as an individual in terms of their relationships with others as opposed to behaving well for a specific treat or reward.

### **Sanctions**

The vast majority of children follow the school and class rules without any problem. Children who choose to break the rules must know that sanctions will be imposed. All children are aware of the school rules and the consequences of breaking them.

To ensure continuity throughout the school we use the following system to respond to inappropriate behaviour.

1. Show disappointment by use of body language/expression.
2. Be positive and point out the desired behaviour to the child - e.g. If a child is annoying children at another table "It's time to get on with your learning. Do you need some help?"
3. A quiet verbal warning with subsequent consequences - e.g. "This behaviour needs to stop now or you will need to take some time out."
4. Time out. This will be in a separate part of the class with the sand timer
5. Choice. Children are reminded that behaviour this is their choice and are offered the chance to rejoin the class in the appropriate way.
6. Time out in another room. Children are sent to another teacher and will explain why they have been sent. Children must be accompanied.

If a child is sent out more than twice during one week then the head teacher will be informed. They will then, if they feel it is appropriate, contact the parents and discuss the issue with them. The head teacher and parents will then decide what course of action is required to promote positive behaviours in the child and what further sanctions may also be enforced.

If the inappropriate behaviour continues then a letter will be sent home inviting the parents to come into school and discuss the issue further with the Chair of Governors.

Exclusion from extra - curricular activities or more formal support from outside agencies may also be considered, as and when required. Children may also be asked to complete work missed from lessons due to negative behaviour in their own time.

Particularly extreme behaviours will result in some stages of the sanctions being missed out or in extreme cases the child will not be allowed to remain in class for the safety of the others present. If a child is required to leave the class a senior member of staff will come to get them or the class teacher will accompany them to a senior member of staff. The child will not be sent out on their own.

Where an issue surrounding bullying is identified the school's anti - bullying policy shall be followed.

### Lunchtime Behaviour

The staff involved in school lunchtimes will respond to children's positive behaviours using the methods mentioned in the rewards section of this document. Lunchtime staff will also have available stickers to reward good behaviour and pass positive comments on to teachers at the end of lunchtime.

Unfortunately unstructured play is when most inappropriate behaviours are displayed. Carreghoffa has a range of activities to improve and enhance lunchtimes. Should inappropriate behaviours be displayed during lunchtime the following graded sanctions are imposed:

1. Show disappointment by use of body language / expression.
2. Be positive and point out the desired behaviour to the child - e.g. if a child is intentionally disrupting other children's games "It's time to play sensibly and let them enjoy their game."
3. A quiet verbal warning with subsequent consequences - e.g. "Stop annoying that group or you will have to stand against the wall."
4. The child is shown a yellow card and stands against the wall for a period of time similar to their age ie 4 year old = 4 minutes.

5. Further inappropriate behaviour will result in the child being shown a red card and sent into school to see a senior member of staff.
6. If a child chooses to ignore a red card and they are not causing any further problems the class teacher must be informed and the child will miss their playtimes the following day.
7. If a red card has been shown and the child continues to misbehave then a member of staff will be sent for.

Each supervisor will carry a record book to record red and yellow cards. If a child appears twice in one week then this should be brought to the attention of the head.

The same rule of contacting parents if a child repeatedly is sent to the head teacher applies in these circumstances. If, after meeting with parents, the pupil is again sent to the head teacher because of inappropriate lunchtime behaviour they will be excluded from the school premises at lunchtime.

Extreme behaviours such as disrespect towards the dinner supervisors, bullying, inappropriate language or violence towards others will result in step 5 being enforced straight away.

Children are not allowed in school during lunchtime, unless they are in the dinner hall, going to the toilet (they should be given a band by supervisor to show they have asked to come in) or supervised by a member of staff.

### **Other Circumstances**

The children in Carreghofa come from a wide variety of backgrounds. Instability in a child's home life may affect their behaviour in school. We must appreciate that those children who are experiencing personal disruption for whatever reason may begin to exhibit inappropriate behaviour in school as a reflection of their circumstances.

Staff need to be sympathetic to the needs of the individual and recognise that the sanctions system, detailed earlier in this document, may not be appropriate for everyone and that a lot of behaviour problems may be avoided if we spot the warning signs early. This is not a suggestion that staff let some children "get away" with inappropriate behaviours but that staff use professional judgement. All staff need to be aware of pupils who may need extra care and consideration for a period of time; this information can be shared briefly in staff meetings and briefings, but does not need to go into the child's personal file.

Some suggested ways of dealing with special circumstances are;

- . Give the child some "time out" to calm down in a pre-designated area of the room or school.
- . Put some time aside for the child either by asking them to help you at break time or by talking to them when the other children are on task or by working with them in class.
- . Assign a teaching assistant for them to talk to for an amount of time per day.
- . Give them a physical task to do.
- . Divert them and promote responsibility e.g. "Sue's finding this work a bit difficult, do you think you could give her a hand?"

If a child's behaviour suddenly becomes inappropriate without apparent reason, staff need to contact parents immediately and inform the head teacher.

## **Home School Links**

Carreghofa has a history of good relationships with parents and we believe that a child's education both academic and social results from an affective partnership between school and home. Should a child's behaviour cause concern the school will contact the parents as soon as possible to avoid an escalation of events. If it is deemed necessary, support from outside agencies will be sought.

The school will seek the support necessary for a child experiencing problems or exhibiting serious inappropriate behaviours. The intention is that if support is sought early on then further problems may be avoided and appropriate provision can be organised.

Parents are required to sign a Home School Agreement at the beginning of each school year.

## **Serious Offences**

Staff, pupils and parents must be aware that serious offences will require the involvement of parents straight away. All parties will then discuss the incident / problem and look for solutions. The school will endeavour to support the parents and child in any way it can, and in return the school will look for the support of parents and child for any action that may need to be taken.

## **Fixed-term and permanent exclusions.**

Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, they will inform the parent immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they

wish appeal against the decision to the governing body, which should be done in writing, and sent FAO the chair of governors.

The head teacher will inform the LEA and the chair of governors about any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

If the governor's appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **Review of Behaviour and Discipline Policy**

This document should be reviewed with the help of the Governors, staff (teaching and non-teaching), children and parents.

'A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible.'

Elton Report, 1989

# Carreghofa Community

## Primary School

### Collective Worship Policy



Date of Issue:	
Agreed by:	
Date of Previous Issue:	
Review by Date:	



## **Responsibilities**

Responsibility for the organisation and the management of Collective worship rests with Mrs. C. Pritchard (Head) and Mrs D. Jones (Deputy Head).

They will be responsible for;

- The development and review of the policy in consultation with the teaching staff.
- The structure of collective worship
- Planning and Resourcing
- Organisation of Visitors
- Monitoring, evaluating and reviewing

## **Aims**

- To promote acts of worship which enable people of different or no faith to share values and commitments in an atmosphere of reflection.
- To provide experiences and opportunities for pupils to explore their own feelings, emotions and spirituality.
- To develop self confidence, self esteem and awareness of self and others.
- To share and celebrate achievements in life.
- To encourage values such as honesty, fairness and respect and to be able to distinguish between right and wrong.
- To make sure that the acts of worship are mainly of a Christian nature.
- To develop in children an understanding, tolerance and respect for the major world faiths and religions.

We understand worship to be a special act or occasion whose purpose is to show

reverence to spiritual beliefs and traditions. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly unless there are aspects of that assembly that would make them feel uncomfortable.

In line with the 1988 Education Reform Act, which states that collective worship

should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that a minority of our pupils may be members of other faiths, we base our assemblies on those aspects of Christian teaching that are shared with other faiths. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Assemblies reflect and refer to **both** the traditions and liturgical calendar of the Christian Churches (e.g. Christmas, Easter), **and** the religious traditions and calendars of all other faiths that are represented in the school and the wider community (e.g. Eid, Chinese New Year)

### **Organisation.**

- Children meet as a whole school to share collective worship on a daily basis.
- Themes are often linked together to form a series of assemblies. These usually last for a half term.
- The acts of worship are distinct from other assemblies (e.g. good work assembly).
- There is a need to create an appropriate atmosphere for acts of worship. Notices and other information need to be given at the start of the assembly to prevent distraction at the end.
- All teachers and teaching assistants are involved in taking assemblies whether Collective worship, thematic or celebrating work.
- Visitors will be invited into school to lead/contribute to assemblies, as and when appropriate.
- All assemblies are prepared in advance.
- Special services and celebrations are planned throughout the year. These include Harvest, Christmas, St David's Day, Easter etc.
- Pupils are encouraged to play a participative role in assemblies where possible.

### **Content (mainly of a Christian nature)**

- Local, national and international events/happenings.
- Sharing, celebrating and noting common experiences and concern.
- Festivals
- Other faiths
- Celebrating the curriculum
- Celebrating achievement
- Pointing children towards the spiritual
- Visitors and their personal beliefs, skills, enthusiasms.

### **Assemblies must:**

- Relate to the children's experiences
- Have a secure and relaxed atmosphere
- Stimulate interest

- Have integrity
- Have sensitivity
- Include children in the presentation
- Allow time to pause and reflect
- Develop a sense of awe and wonder

### **Good work assembly.**

On a Friday afternoon the whole school joins together to celebrate special achievements. Stickers are awarded to pupils who have made an excellent contribution throughout the week. Stickers contribute towards a bronze, silver and gold award. The progress each child has made towards each award is displayed in the school hall. Once every term parents are invited in to see their children present what they have been learning about in their class.

### **Curriculum Cymreig.**

At Carreghofa our assemblies reflect the language and culture of Wales, provide opportunities to sing Welsh songs, listen to traditional Welsh tales and use spoken Welsh where appropriate.

### **Resources**

The school uses assembly box online resources for assembly resources.

### **Equal Opportunities**

School assemblies are planned to reflect the statutory requirements of the 1988/1993 Education Acts in that they should be mainly of a broadly Christian Character without being distinctive of any particular Christian denomination.

Parents have the right to withdraw their children from Collective Worship for religious reasons but are encouraged to discuss this first with the Head Teacher. Children who are withdrawn will be supervised and undertake activities related to everyday class work. Written withdrawal needed.

## **Staff Development.**

If required, staff should approach the Head Teacher or Deputy Head Teacher for support in planning, resourcing or delivering assemblies. The school will take advantage of any relevant training as and when appropriate.

This policy has been agreed and ratified by

The Governing Body:

Signed \_\_\_\_\_ (Chair of Governors)

The Head Teacher:

Signed \_\_\_\_\_ (Head Teacher)

The School Council:

Signed \_\_\_\_\_ (Chairperson of the School Council)

Date:\_\_\_\_\_

This policy will be reviewed every **two years**.

Date of next review: February 2021