

Rivington Foundation Primary



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Yearly Planner 2018/19

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The purpose of this Staff Handbook is to give clear guidance to staff as to our expectations for staff behaviour and professionalism at work.

It is intended that staff use it in conjunction with other key documents and policies including your contract of employment. The staff handbook will be updated termly to ensure that the information is current.

Our Mission Statement:

**Growing Together to Reach Limitless Possibilities.
Igniting Passion; Embracing Difference.
We Are Kind.**

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

We are:

Growing Together to Reach Limitless Possibilities in order to inspire every child to reach further than they ever thought they could in all they do academically and personally. We will strive to ensure every child has the opportunity to excel. We celebrate every unique journey of learning through our values – our 'Seven Wonders': **kindness, perseverance, honesty, respect, forgiveness responsibility and courage.** We are a 'kind' school and we are welcoming to all.

Growing Together to Reach Limitless Possibilities in order to inspire every child to look beyond what they already know: encouraging children to have confidence to explore the wider world through the values of **respect, honesty and forgiveness** with the confidence to tackle local, national and global issues, preparing them for the ever changing world.

Growing Together to Reach Limitless Possibilities in order to inspire every child to be confident to lead. Ensuring every child has the opportunity to view themselves as a leader having the confidence and courage to be the change, to recognise that they can make a difference and can inspire others through **their perseverance, honesty, forgiveness, respect, responsibility, courage and kindness.**

Growing Together to Reach Limitless Possibilities in order to inspire every child to be healthy and happy: remembering that every child deserves to fulfil their potential and to do this they need to know how to look after their bodies: **physically; mentally; emotionally and spiritually.**

Our School Motto:

'Only My Best Will Do!'

We know that the successful education of your child is a partnership of mutual support between Home and School. Values and expectations shared at Home and School give children stability and security.

Each pupil of Rivington Foundation Primary School is entitled to:

- The opportunity, encouragement and expectation to learn, to make progress and attain high standards;
- Know that they are valued for their own merit; whilst respecting others for their contributions
- A secure, stimulating and caring environment where they can develop and thrive;
- A feeling of self-worth; to feel happy, valued and confident;
- To reach his or her full potential. To the best that he or she can possibly be;
- The highest academic standards set within an exciting and innovative curriculum;
- A rich, broad and balanced curriculum, matched to individual need and augmented by a wealth of high quality first-hand learning experiences;
- A learning environment that is stimulating and challenging, yet safe and secure;
- Good quality teaching;
- An opportunity to learn through the outdoors, the school's rich heritage and the arts;
- A supportive, nurturing ethos;
- The opportunity to develop positive attitudes to learning;
- The opportunity, encouragement and expectations to develop independent learning skills;
- An understanding of our changing world and environment; together with an understanding of their responsibilities as citizens;
- Become a valued member of the school community.

In order to achieve this Rivington Foundation Primary must:

- Plan and provide a rich, broad and balanced curriculum which meets the needs of the pupils and the requirements of the National Curriculum and agreed syllabus for Religious Education.
- Provide, within the curriculum, a wide range of high quality learning experiences;
- Provide a learning environment that is stimulating and challenging yet safe and secure;
- Endeavour to create, inspire and arouse a life-long passion for learning. As a staff, we will model ourselves as learners who are also hungry to discover, learn and improve.
- Provide good quality teaching;
- Prepare our pupils not just for their further schooling but for life beyond this;
- Provide opportunities to learn through our extensive environment, our heritage and through the arts;
- Regularly use our rich and beautiful outdoor environment as a means of presenting and accessing our curriculum;
- Ensure that all pupils are given equality of opportunity;

- Have high expectations that each pupil will achieve their potential in the acquisition of skills, attitudes, knowledge and understanding;
- Set regular homework and to mark it if appropriate;
- Inform children and parents/carers what the teachers aim to teach the children each term;
- Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school;
- Contact parents/carers as soon as concerns are raised about your child's work, behaviour, attendance or punctuality;
- Have a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy;
- Communicate between home and school through notices, newsletters, website and general meetings.
- Monitor assess and record pupils' progress and report the outcomes to pupils and parents;
- Encourage shared values which reflect a caring, nurturing ethos where pupils;
- Provide opportunities for pupils to acquire insights into their personal existence and opportunities for them to examine and discuss situations which call for moral choice of judgement to be made;
- Help pupils to perceive the connections between beliefs, values, attitudes and behaviour;
- Promote the rule of law, democracy, mutual respect, individual liberty and the tolerance of different faiths and beliefs;
- Promote an ethos of encouragement, kindness and understanding so that strengths are developed and weaknesses are identified and supported. As a result, all are challenged and never inhibited;
- Provide opportunities for pupils to learn about and begin to understand the diversity of beliefs and cultures, including minority cultures present in Modern Britain;
- Provide a framework for pupils behaviour and discipline which is understood and followed;
- Encourage pupils to acquire independence, self-control and to take responsibility for their learning and development;
- Create strong and effective links with parents and the local community including other schools;
- Develop a close and valued partnership between parents/carers and ourselves. This is based on mutual respect and trust.

Sarah Annette
Headteacher

Rivington Foundation Primary School Profile

All school decisions are determined by the Headteacher/SLT/Staff/Governors, with an input from Parents and Children. These decisions and priorities are reflected in the School Development Plan.

A broad and balanced curriculum will be delivered and can be done so flexibly, but must be based upon the following 'non negotiables'

- Yearly overviews and class timetables are to be sent to the HT at the beginning of the year and throughout the year if changes are made.
- Topic plans are to be e-mailed to be e-mailed to the relevant Subject Leader at a staff meeting every half-term.
- Medium term plans and evaluations to be handed to SLT. Weekly plans should include end of week evaluations.
- Weekly plans shared and discussed with TA's
- Half-termly class letters must be sent to all parents giving information on events in the terms, topics and giving advice on how parents can support their child at home.
- English and Maths lessons to be taught in blocks (5 sessions a week over 2.5 mornings). Plans are required for each session in a weekly plan and are reviewed as the week progresses.
- English and Maths Plans are to be handed to the HT (via e-mail or hard-copy) by Monday of every week)
- Teachers should plan together with HLTA staff responsible for teaching and share plans with all relevant support staff
- English genres are to be linked to the theme/subject where appropriate and meaningful links to be made between subjects.

From Y1 onwards (some are features of EYFS where appropriate):

- Worksheets are to be kept to an absolute minimum. Children are to be taught how to record work as soon as possible and this will need re-visiting every half-term and whenever work is not at the standard of the presentation policy.
- All work must be marked in a timely fashion - this is often useful during the lesson with the child there. All marking is to follow the marking policy.
- Children's books for **English and Maths** must contain written work or a record of work for **every day of the week with very few exceptions**.
- **All English work is to be recorded in one book for each child.**
- There must be a record of work for **Science** in Children's books for **every week** of the school year.
- For the topic focus - **Geography/History** - that particular term, there must be a record of work in the Children's books for **every week of that half-term**.
- **Art/DT/MFL work** is to be recorded for **every half-term in the children's books and these books are to be passed on to the next year group** in order to show progression.
- **Every child** must have **at least 5 records of work for RE and PHSE for every half-term**.

- **Every child** must have a **nature journal** that is to **move with them throughout school**. **Every half-term** the children are to go into the local area and **record work within this journal with a geography/science focus**.
- Each term/half-term there may be a **blocked art/DT and RE week**.
- **Each year** there will be a **blocked heritage, 'out and about'/healthy, RE and enterprise/work week**.
- Work in books **MUST** be recorded as is described and shown in the **Presentation Policy**.
- Guided reading must be taught every day to a specified group.
- **Every week** there must be an **extended writing lesson** or **'Big Write'** which allows the children to develop and use the skills and knowledge that they have gathered during the week so far.
- **Handwriting** must be taught **every day**.
- **Letters and Sounds** are to be taught **every day in KS1**.
- Grammar and Punctuation should be a focus for a lesson or must be re-visited and practised in every English lesson and applied throughout the curriculum where appropriate.
- Writing genres are encouraged to be applied throughout the curriculum - this will reduce the demands from time limitations.
- **Spelling** must be taught at **least three times a week** from **Y3 upwards**.
- **Discrete arithmetic and times tables** must be taught and practised **every day**.
- **Activities to develop vocabulary/sentence structure** must be a feature of **every day**.
- **Every day** must feature an **act of worship** - in class or at the Church Hall.
- **Guided reading and writing** must be a feature of lessons **using the KLIPs, LAPs sheets (reading) and Year Group Writing Overview Sheets**.
- KS1 Guided reading at least twice a week per group, KS2 at least one group per week
- Letters and Sounds/Spelling, Grammar and Punctuation strategies and extended writing to be embedded in English.
- Correct written and spoken English to be modelled by all staff.
- Practical apparatus and Models and Images embedded in Maths. Sessions should be linked to real life situations where possible. Must use planning support material to help with planning (Focus Maths resources and LPDS Maths CD).
- Writing Assessment next to the 2nd or last week of every half term. Reading Assessments are on-going (Guided Reading Records). Reading assessment tests at the end of every half-term. Maths Assessment at the end of each week/block/term.
- LCC tracking sheet (KS2/KS1) and internal tracking sheets completed at the end of each term- using the Lancashire Tracker. Keep an up to date list of high achievers low achievers and children of concern and dated intervention strategies/programmes.
- All SEN pupils must have updated IEP's. As targets are achieved new targets should be set. TA's should record achievements / areas of difficulty on the monitoring sheet and give **feedback regularly** to the teacher. Timetabled 1-1 sessions should take place daily for children whose IEP's identify this as an action.
- RE 1 session a week or blocked where appropriate.
- Class assembly and circle time to follow PSHE programme and school values. - 'Seven Wonders'.
- ICT - 1 lesson a week and in class links made across all subjects.

- Each child to have a Record of Achievement to contain a piece of writing from each half-term and another piece of work.
- PE - 2 sessions per week.
- Foundation subjects to be taught through themes in flexible blocks or other with English and Maths links.
- Themes where possible are to include outdoor learning, a visit or visitors to school to enrich experiences making learning meaningful.
- Marking of books must follow the school policy and contain guidance on the learning objective. (to include comment on success and 'quick fix' next step for learning).
- Children must have the opportunity and time to read and respond to the target.
- Opportunities for the children to share their work and celebrate their success.
- Displays regularly changed to reflect learning in the classrooms and assigned displays round school - bright and stimulating environment with visual prompts e.g. working walls, models and images, work double mounted on the stairs.
- Well organised and tidy classrooms including resources labelled and accessible.
- **Targets clearly displayed** (weekly Maths and English) and learning intentions for the lesson. These must be displayed so that **all children can see them**.
- Individual targets displayed for children in core areas (this may be in books/display/files according to year group) to use and review learning.
- Each classroom has an English Working Wall and a Maths Working Wall (EYFS have areas of learning/on-going provision) so that children are able to follow their learning journey and promote more independent learning.
- Talk partners and self/paired assessment required element of many lessons.
- Regular reinforcement of high expectations by class teacher and staff.
- All staff to familiarise themselves with, and adhere to, **all** school policies including Health and Safety and Safeguarding
- Homework to be set and children have access to homework linked to current themes.

SCHOOL POLICIES

You also need to be familiar with a range of key school policies. These are on the school website. You will be asked to confirm that you have done so at your Appraisal Review each year.

We recommend you prioritise reading the policies as follows, seeking clarification if you are unclear from the relevant member of staff:

Child Protection and Safeguarding Policies

Positive Handling Policy

Teaching and Learning Policy

Health and Safety Policy

Whistle blowing Policy Behaviour Policy

Why Teach Vocabulary

On-line Safety Policy

Sex and Relationships Policy

GDPR Policy

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Subject Leaders / Responsibilities

Subject leaders/Responsibilities

English	Rachel Cadwallader/Sarah Annette
Phonic leader	Amanda Davies/Sarah Cuerden
Mathematics	Amanda Davies
Science/Eco	Sarah Cuerden/Sarah Annette
Computing	Heather Whittaker
EYFS	Amanda Davies
Humanities	Sarah Annette
Physical Education	Rachel Cadwallader
PSHE	Sarah Annette
Healthy School	Heather Whittaker/Rebecca Cliffe
Art and craft	Sarah Cuerden
Design Technology	Sarah Cuerden
Foreign Language	Heather Whittaker
Assessment	Sarah Annette/Rachel Cadwallader
Pupil Premium Champion	Sarah Annette/Heather Whittaker
Music	Alison Hodgkinson/Sarah Cuerden
RE	Sarah Annette/Rebecca Cliffe
SENCO/INCLUSION	Heather Whittaker
CPD and Training	Sarah Annette
Finance	Sarah Annette/Ashley Redmayne
AGT	Sarah Annette/Rachel Cadwallader
Children's/Parent Voice	Amanda Davies
(SMSC) Community Cohesion	Sarah Annette
EVC	Heather Whittaker
Extended Schools	Rachel Cadwallader
Parent Partnership	Amanda Davies/ Rachel Cadwallader
Deputy:	Rachel Cadwallader- Whole School Curriculum
Team Leaders:	KS2 leader- Rachel Cadwallder
	KS1 Leader- Sarah Cuerden
	SENCo/Inclusion - Heather Whittaker
	EYFS - Amanda Davies

Senior Designated Person: Sarah Annette

Health and Safety Representative: Sarah Annette

Deputy Designated Person: Rachel Cadwallader/Heather Whittaker

STAFFING STRUCTURE OF THE SCHOOL 2017-2018

Head teacher: Sarah Annette

Continuing Professional Development
leader
Appraisal Lead
Assessment – nursery to KS2
Strategic and Finance leader
Staffing and deployment
Pupil Premium Champion
Teaching and Learning
Pupil Progress Lead
Health and Safety/ DSL
Parental Involvement
Behaviour and Safety Lead

MPS: Sarah Cuerden

KS1 team leader - including transition
Curriculum Lead for KS1
Phonics Champion

Deputy: Rachel Cadwallader

Assessment – nursery to KS2
Backup DSL including Attendance Lead
Pupil Premium Champion
Teaching and Learning
Tracking of groups of children
Mentor Lead for trainees/students
NQT leader
Admissions across school/nursery
Overall Curriculum Lead
Pupil Progress Lead
Parent Partnership
Parental Involvement

TLR: Heather Whittaker

Inclusion Manager and SENCO
SMSC
LAC
Provision Mapping incl PP with MT

TLR: Amanda Davies

EYFS Lead – Reception and nursery
Staffing and Children rotas for nursery
Monitoring, evaluation and moderation
Planning & Evaluation
Quality of Provision
Assessment/Tracking across EYFS
Induction and Transition
Observations
Speech and language Champion
Parent Partnership
AGT leader
Parental Involvement

Present Class Structures

Class	Teacher	Age	Subject coordinator
Little Acorns (N1)	Mrs Amanda Davies Mrs Tracey Grimal Mrs Nicky Orgill	3 to 4 Year olds	EYP Nursery Assistant L3 TA2
Reception	Mrs Amanda Davies Mrs Tracey Grimal Mrs Nicky Orgill	Reception	EYFS Lead, Maths, Parents Nursery Assistant L3 TA2
KS1(Y1/2) Y1	Mrs Sarah Cuerden Mrs Joanne Gell Mrs Claire Hitchen Mrs Alison Hodgkinson Mrs Rebecca Cliffe	Y1/2	Art, DT, Science, the Arts, KS1 Leader. HLTA, RE, Nurture. TA2 TA2 PP support Music School Council, Nurture and RE, PHSE.
Infant SEN Intervention	Mrs Alison Hodgkinson Mrs Claire Hitchen	Infant SEN support (1 to 1 and small groups)	Music TA2
LKS2	Mrs Heather Whittaker Mrs Lesley Roberts Mrs Dawn Milton	Y3 and Y4	SENCo/Inclusion, Computing, MFL Back Up DSP HLTA. TA2. Nurture
UKS2	Ms Rachel Cadwallader Mrs. Rebecca Cliffe	Y5 and 6	Deputy KS2 Leader English AGT Backup DSP Pupil Premium Assessment PE Parents HLTA, School Council, Nurture, RE, PHSE.
SENCO	Mrs Heather Whittaker	SEN Intervention/support across school	SENCO/Inclusion Foreign Language Computing
Interventions	Mrs Claire Hitchen/Mrs Alison Hodgkinson Mrs Joanne Gell	KS1: 1 to 1 support/group intervention 1 to 1 reading. Children not at YGE Y5/6	

	Mrs Lesley Roberts	Nurture KS1/KS2	
	Mrs Dawn Milton	KS2 1 to 1 support/group intervention for not at YGE and AGT Nurture, 1-1, reading. SEN & identified children LKS2.	
	Mrs Rebecca Cliffe	UKS2 1 to 1 support/group intervention	
	Mrs. Elaine King	1 to 1 support/group intervention Y5/6	

*TA – teaching assistant

Admin Officer	Mrs Ashley Redmayne	Bursar
Cleaning Staff		
Site Supervisor	Mr Carl Valentine	
Handyman	Mr Harry Haliwell	

The start of the school day

The gates open at 8.45am. Pupils are welcome to come into the class at 8.50a.m - they do not line up in the playground. Teachers must be in their classroom from 8.45am onwards to greet their children. Support staff are deployed to ensure the children come into class calmly (Junior cloakroom should have a member of staff from Y5/6). Parents/carers are not encouraged to come into the school with their child at this time for health and safety reasons. If they want to see a teacher urgently, they should make an appointment with the office.

Teaching staff and Support staff are timetabled for playground duty. It is essential that staff are not late for duty and do not leave their allocated role during a duty. If for some reason you cannot do a duty (e.g. course, educational visit) it is your responsibility to remind your substitute from the rotas and inform Rachael Cadwallader (DHT), Sarah Annette(Headteacher) or Amanda Davies(SLT).

If you are absent on the day of a duty please inform us when you telephone your absence in.

Playtime Snacks/Drinks

As we are a healthy school, children in the Foundation Stage and KS1 are offered fresh fruit at breaks. Children are allowed to bring in their own healthy snacks from home as described in our Healthy Eating Policy. Any sweets/gum brought into school should be confiscated until the end of the day (if this is a repeat offence, SLT should be informed).

Water

Although all children have access to water fountains we have found that the children do not drink enough. All children therefore can bring a plastic bottle of water, with their name clearly on it, to drink in the classroom.

Please note that only water can be drunk in the classrooms as fruit juices can be very sticky if spilt.

Uniform and Jewellery

Children should wear the school uniform. Staff should encourage this and speak to parents/carers of children who persistently do not wear the appropriate uniform - particularly in the FS so that good habits can be established. Persistent offenders should be referred to the SLT (see School Uniform Policy).

Children should not wear jewellery in school except for stud earrings, these should have tape on them during P.E. and only small studs will be allowed. If they do, it is at parent's own

risk and the school will not take responsibility for injury or loss. We encourage Parents to have their children's ears pierced during the summer holidays so that they can be removed easily for school.

Breakfast Club

Breakfast Club is for children and open between 7.30am and 8:50am, children are provided with a healthy breakfast for a charge.

After school clubs

There is an after school club which runs until 6pm and various interest/sports clubs running after school (details on the website).

It is the class teacher's responsibility to hand children over to the staff supervising the after school clubs. Children are not allowed to go to leave the school grounds between the end of school and the start of clubs.

STAFF ABSENCE

Absence through ill health

Should ill health prevent attendance at school then the following procedure must be followed. Phone Sarah Annette, Headteacher by 7.30am to advise her that you are unwell. Staff should phone in person unless you have been hospitalised or there is an emergency. Please make sure you have her number.

You must phone the school by 3.30pm on the day you have been away to let us know whether you will be returning to work and any further information we may need if you are not.

You should keep the school informed daily if you continue to be absent unless you have been signed off by your doctor.

If your absence goes into a fourth working day you must obtain a self-certification form. Once absence extends to seven working days a sick note from your GP is required.

If staff have had only one or two day absence, they are required to fill in an on line Return to Work form, found on the school website. Longer absences may require a face to face interview with their relevant appraisal lead - see staff structure. This is standard absence management practice.

On the day of your return to work you should request an appointment for this interview with the relevant member of staff. As part of our commitment to staff welfare we occasionally make home visits to staff who are absent from work. Unfortunately, we are not able to do this for all staff. Staff are welcome to request visits if they need assistance.

Informing the senior manager responsible for absence of planned absences from school

Staff are expected to give us as much notice as possible about absences from school.

Planned absences include: medical appointments that cannot be made out of school time; courses; meetings at other schools; other special leave.

Wherever possible, staff should email the Headteacher or DHT to request absence at the Headteacher's and Deputy Headteacher's email address.

Appointments

Routine doctors and dentist appointments should not normally be made during school hours unless there is an emergency.

Absence for other reasons

The Headteacher/DHT can authorise other absences as paid or unpaid depending on the type of absence. This authorisation is discretionary. Such cases might include: personal/family reasons; compassionate leave; attending a wedding of a member of immediate family; attendance at a religious ceremony; graduation.

It is essential that staff give us as much notice as possible and try to avoid absence wherever it is not a danger to health.

Staff are advised that absence is monitored as part of the LA's Absence Management Framework. You may be asked to discuss absences with the senior manager responsible for absence on your return to work.

Severe weather

If we ever experience severe weather overnight, staff are expected to do their utmost to get into school, so there is little likelihood of a school closure due to severe weather. This includes making alternative travel arrangements if necessary. If you are unable to get to school due to severe weather contact the Headteacher as soon as possible. Do not take unnecessary risks. Staff will be contacted by email and group text if the school is to close through severe weather or unusual circumstances. This decision will be made as early as possible and relayed to Radio Lancashire, Rock FM and the School Website.

Recording and monitoring staff absence

The school is required to record and monitor all staff absence. Absence is recorded electronically and all such information is confidential. The School Business Manager will collate staff absence details from the information in the diary. If requested staff can be provided with a summary of their attendance record on a termly basis.

The information held is used as basis for comments on staff attendance and fitness for work in staff references.

Punctuality

Support staff have clear starting and finishing times according to the hours they are paid for. Staff are expected to be in school, ready to work at the time their day starts.

Punctuality will be monitored and poor timekeeping will be managed under the Capability Policy.

Children with appointments

Please ensure that all parents who inform the class teacher of their child's appointments are referred to the school main office.

Class Registers

Class registers should be completed at the beginning of the morning and afternoon. In the morning the register closes at 9.05a.m. Each register should be completed with pen. Staff on duty should question parent and child about lateness.

Teachers covering a class must ensure that the register is completed. Registers for smaller group trips should also be recorded; if leaving the premises for activities, such as swimming or netball, a register must be available to office for safeguarding and monitoring purposes. Gaps should not be left for any child in the register.

Attendance Register

- / - If child is present when register is being taken.
- O - If child is not present when register is being taken.

If a child is not present at the time of taking the register please enter a circle. If the child then arrives before the register is sent to the office please enter L in the circle and put the time of arrival in the second margin. Do not leave a blank space in the register.

Monies

Any trip money should be collected via Parent Pay. Teachers should not take in money unless absolutely unavoidable. If a child gives a member of staff money for any reason, they must hand it over to the office staff as soon as possible. It is not acceptable for teachers to keep trip money for any length of time.

SAFE GUARDING

As a caring organisation with direct responsibility for children, our first concern must be for the children's welfare in all its aspects and therefore there may be occasions when we have to consult other agencies, particularly in relation to Child Protection/Abuse concerns. The procedures we have to follow (are statutory and) have been laid down by Lancashire County Council. The school's safeguarding policy should be read and all staff should familiarize themselves with the procedures if a child discloses information to you that you need to pass on. You will find this procedure on the staff notice board. Sarah Annette (Headteacher) is the Designated Officer for child protection. Rachel Cadwallader (DHT) and Heather Whittaker (SENCO) are the deputy Designated Officers.

If a child you come into contact with says something that concerns you/not sure about, then please complete the relevant pink disclosure sheet (This must be hand written - using the words of the child). If the concern is serious and the child is possibly in immediate danger, you must immediately inform Sarah Annette or Rachel Cadwallder/Heather Whittaker in her absence along with a pink disclosure sheet.

Please be reminded that disclosure forms are kept in each classroom in the yellow class safeguarding file.

DBS Checks

Permanent staff, staff that are on a long term contract and companies working within the school will need to be DBS checked by Lancashire County Council. You will be asked by the Business Manager to complete a DRB form as a new employee, or if your DRB is due to expire. The form needs to be completed immediately and returned to the school with the necessary documentation. Only original documents can be accepted. On return of the completed DRB form and documentation, the Business Manager will check the relevant documentation is correct, and complete the back of the form as evidence of identity seen. The DRB is then sent to proceed with the check. This can take up to 3 weeks. You will receive your DBS disclosure by post and the school will be notified by letter of the disclosure which will be put into your staff records.

Any staff who work in the school on a short term basis (agency workers and companies or individuals working with the children) will need to ensure that they produce a DBS disclosure and photo I.D. on arrival at the school. Under no circumstances can an individual work in the school without these details.

GDPR

The GDPR is a piece of legislation that will set the rules on:

1. How organisations, including schools, process people's personal data and keep it safe
2. The legal rights people have over their own data.

Any changes are intended to protect sensitive or confidential information about people, including school staff members and the pupils in their care.

Privacy

The school respects users' privacy. Email content will not be routinely inspected or monitored, nor content disclosed without the originator's consent. However, under the following circumstances such action may be required:

- When required by law;
- If there is a substantiated reason to believe that a breach of the law or school's policy has taken place;
- When there are emergency or compelling circumstances.

Employees have a responsibility to make sure sensitive information is used and stored securely. They should:

- Make sure filing cabinets/drawers are kept locked when unattended;
- Make sure sensitive information is not left on desks or the photocopier/fax/printer;
- Make sure papers are not left lying around at home. If confidential materials or paperwork are taken away from the school, precautions must be taken to ensure they are not accessible to third parties;
- Make sure confidential paperwork is disposed of correctly.

Employees have a responsibility to make sure computer data is used and stored securely.

They should:

- Make sure computer data is not left exposed to others' view when unattended, or when using computers for sensitive data where other employees may have sight of such data - screen savers should be used where appropriate;
- Make sure machines are switched off when leaving the room;
- Not disclose passwords to colleagues;
- Make sure sensitive data is not stored on public folders;
- Be familiar with the security of email/internet systems.

Storing and Using Images of Children

It is important for school employees to understand how to safely make and share photographs of children showing awareness of child protection and safeguarding issues:

- Do not use children's names in photograph captions. If a child is named, avoid using the photograph.
- Check parental permission form to see if consent has been obtained for a child to be photographed or filmed before photographing or filming the child;
- Only use images of children in suitable clothing to reduce the risk of inappropriate use. Some activities, for example swimming and drama, present a much greater risk of potential misuse;
- Address how images of children on the school website or school social media can be misused. Images accompanied by personal information, such as the name of a child or their hobby, could be used to learn more about a child prior to grooming them for abuse;
- Images or video recordings of children must be kept securely. Hard copies of images should be kept in a locked drawer and electronic images should be in a protected folder with restricted access;
- Images should not be stored on unencrypted portable equipment such as laptops, memory sticks and mobile phones;
- Avoid using any personal equipment to take photos and recordings of children and use only cameras or devices belonging to the school or organisation.

Social Networking Access to Social Networking Sites

The school cannot stop individuals from using social networking sites at home in their own personal time, therefore all employees need to understand the implications of inappropriate and improper use of these sites at home. This may still result in disciplinary action being taken.

Posting inappropriate comments

It is unacceptable for any employee to discuss pupils, parents, work colleagues or any other member of the school community on any type of social networking site. Reports about oneself may also impact on the employment relationship, for example if an employee is off sick but makes comments on a site to the contrary.

Social interaction with pupils (past and present)

Employees should not engage in conversation with pupils on any personal social networking sites and should be circumspect in personal network contact with former pupils, particularly those under the age of 18 years. This would also apply to individuals who are known to be

vulnerable adults. Individuals working in the school should ensure that personal social networking settings are set to private.

Cyber bullying

The school will not tolerate any form of cyber bullying by employees. Any such behaviour will result in disciplinary action, up to and including dismissal. Cyber bullying may include but is not limited to:

- Offensive emails including joke emails which may offend other employees;
- Email threats;
- Leaving offensive or inappropriate comments on blogs or networking sites;
- Offensive comments sent by text, email or posted on social networking sites;
- Sharing another person's details/personal information online without appropriate consent;
- Employees who feel they are the subject of cyber bullying must notify their line manager at the earliest opportunity.

Email - Good Practice Guide

Evidential record - Never forget that electronic conversations can produce an evidential record which is absent in a telephone conversation. Comments made by an employee during the course of an exchange of e-mails could be used in support, or in defence, of the school's legal position in the event of a dispute.

Legal records - Computer generated information can now be used in evidence in courts. Conversations conducted over e-mail can result in legally binding contracts being put into place.

Context - E-mail in the right context. Care should be taken to use e-mail only where appropriate. There may be occasions when a telephone call or a face-to-face meeting would be more appropriate.

Forwarding e-mails - Consideration should be given when forwarding certain e-mails, particularly long email threads. They may contain information that should not be passed to someone else

ASSEMBLIES

- Assembly is held daily at 10:30 - 10:45pm on a Monday and a Wednesday in the Church Hall.
- Other assemblies are held in-class, unless otherwise stated.
- On a Friday, a family 'Get Together' assembly will be held in the Church Hall from 9:10am -9:40am.
- Monday's assembly will introduce the manner and learning disposition that the children will be focusing on in their in-class assemblies that week.
- On Tuesdays and Thursdays, teachers lead assemblies in their classes, reading a high-quality core text which focuses on a learning disposition and guides the children's social, moral and cultural development.

- These assemblies also teach children the focus manner for that week.
- Throughout the year, parents/carers and families are invited to a class assembly, where children showcase some of the work done in class.

MEETINGS FOR STAFF

Staff Meetings:

- On Mondays from 3:45 -4.45pm (the day/time may vary depending on other commitments);
- Teachers must attend, support staff are very welcome
- Linked to the SDP

Twilights:

- 10x 2hr Twilights throughout the year;
- Teachers and all TA3 staff and above must attend;
- Other support staff are very welcome;
- Linked to SDP and essential training;
- Other support staff may be asked to attend if it is in order to complete compulsory training.

Optional Literacy/Maths meetings

- Opportunity to share good practice, seek advice, celebrate success
- Friday afternoons with the SLT

Support Staff Meeting:

- Friday 10:30am
- All support staff are welcome to attend
- Can be no longer than 15 minutes in length in order for TAs to return to positions.

Leadership (SLT) team meetings:

- Wednesday 3:45- 4:45pm

COMMUNICATION

The weekly 'What's On':

The weekly 'What's On' is key to school organisation. All staff must read the 'What's On'. All staff are expected to know what is happening in school every day and to appreciate the implications of the various events, appointments etc. This is sent out on Friday and is the main form of communication for aspects of school life that require a global audience. This reduces the need to send lots of emails in the week at unexpected times. All staff are expected to read and act on relevant issues in this staff update.

E-mail:

All long term agency/permanent staff need a @rivington.sch.uk email. Please ask at the office/Headteacher. Please check your work email regularly to ensure you do not miss any cover/daily arrangements etc.

Website:

The website associated with the school is a crucial source of information and ensures that staff have access to all relevant information including policies.

Key Action Plan (KAP)

The Key Action Plan as enclosed in this document This is a termly outline of all routine events/topical events. It is closely linked to the SDP. All staff need to ensure they adhere to the deadlines outlined in the KAP and all subject/SLT leads are responsible for ensuring staff do so.

MEETINGS/INFORMATION FOR PARENTS AND CARERS

	Curriculum/Target Letter	Termly Class Update	Individual Learning Programmes	Parent/Teacher Meetings	Annual Report	Year group Meeting	Progress Reports
Autumn	*	**	*	*(before half-term)		*(Not EYFS)	
Spring	SATS Meetings	**	*	*(before half-term)			*
Summer		**	*	*(optional)	*	EYFS new starters	

Parent/Teacher Meeting:

A ten-minute individual meeting during which parents/carers and teacher discuss how well the child has settled in the class and comments on the child's work in key areas. Individual pupil targets are reviewed and new targets agreed. The progress report is signed by teacher and parent.

At the Summer Term meeting the annual report will be discussed if a Teacher/Parent feels this is required.

Year group/curriculum booklet:

Curriculum outline booklets will be shared with parents/carers at the autumn meeting 'Meet the Teacher' Meeting and may be referred to at subsequent meetings. This must be sent to all parents - not just those that attend the meeting.

Contacting Parents:

If parents would like to see teachers in addition to the above they should ask you for an appointment or phone the school office and ask for an appointment. Other information can be communicated by letter, text, Twitter, school planner or a quick word. If teachers wish to communicate additional information to parents they can do this via phone or a short note in the school planners. Text messages can be sent as a reminder to parents/carers. Should you want to send a text message to parents in your class, please speak to a member of the SLT to confirm the content of the text.

It is not good practice to give your personal mobile number to parents/carers and for your own safety we would ask that you do not do so. We also advise that you do not befriend any parents/family members on social media and that you use the appropriate privacy settings for your own protection. If teachers are unsure and would require further assistance, they are urged to seek guidance from senior management.

From time to time, parents are unsure and unhappy about action taken by the school. Staff are advised to seek the support of SLT when dealing with these issues.

Special Needs Meetings:

If a child is on the SEN Register, ILPs are written and shared with parents termly. All other SEN meetings are planned according to need. For some children this can mean several meetings a term.

Other parent meetings:

Throughout the year we hold a range of meetings for parents and carers about different topics. For example, meetings about SATS, meetings about helping children at home with literacy and numeracy. Members of staff with curriculum responsibilities will be expected to lead sessions for parents/carers informing them about how we teach that subject at school.

GUIDANCE FOR HELPERS IN SCHOOL:

We welcome a variety of adults into school as helpers. These may be parents, grandparents and other relatives of children in school, family friends, members of the local community and people who have a particular talent, expertise or interest which is linked to a class or school-based topic.

Safe guarding

All helpers who have contact with children will be asked to complete a form in order for them to obtain DBS clearance. Staff should also ensure that volunteers wear a visitor's lanyard at all times.

STAFF DRESS AND CONDUCT

Professional conduct:

All staff have a duty to be professional at work and to ensure that they always demonstrate a high degree of respect for the all members of the school community.

Staff should be mindful of the language they use when talking to and about the children and families we work with. This applies to all public spaces, eg the office or in public places, as there may well be relatives or family friends present who could be offended by flippant or inconsiderate remarks.

Staff dress:

The dress code is to help you manage the impression you give to parents/carers, children and the public when you meet them on the school site. All employees are to be smartly

dressed, presenting a positive and professional image of Rivington at all times. Staff will be expected to dress modestly and appropriately.

Mobile phones:

All staff are reminded that it is not acceptable to have a mobile phone switched on during lessons. Neither is it acceptable for staff to talk on phones walking around the school building during the normal school day. Staff should take care to keep their mobiles and other personal possessions safe as the school cannot take any responsibility for any losses.

Online Safeguarding and Protecting your Professional Reputation:

It is extremely important that you protect both the children in your care and yourself when it comes to using online devices. Please take note of the following points:

1. Never give your personal phone number or personal email address to parents of children you work with. If you need to ring a parent, use a school phone so that there is a record of the call.
2. Never interact with a pupil on social media. If a pupil contacts you, do not reply and notify a senior leader.
3. Keep all school-related conversations focused on school, teaching and learning.
4. Make sure that your mobile phone has a password on it and is kept hidden away in your classroom. It must not be used to take photographs, video or record children.
5. Log out of emails.
6. Be professional on the internet - including Facebook, Twitter and any other social media networks.
7. Don't post anything inappropriate, including comments or photos which might embarrass yourself or the school.
8. Remember, there is potential for anything you post online to be copied and distributed. Bear this in mind every time you post.
9. Be aware of your privacy settings.
10. Never take a photograph or video of a child using a mobile phone or personal device.
11. If any incident does occur, notify a senior leader as soon as possible.

Chewing gum:

Children are not allowed sweets in school and staff are not allowed to consume chewing gum whilst working with children.

Food and drink in lesson time:

Staff are not allowed to have food and drink in the classroom during lesson time (apart from water) and should not walk round the school with hot drinks for health and safety reasons.

HEALTH AND SAFETY

Health and Safety is the responsibility of everyone in the school. All perceived hazards should be reported immediately to the Premises Manager (HT) or a member of the SLT in her absence. Health and Safety concerns should be reported verbally and then written into the Premises Maintenance Register which is found in the Main Office. The date should always be logged.

GUIDANCE ON THE FIRE DRILL

Fire drills will happen once every term. Please ensure you and your class are familiar with the fire procedures for all the room which you work in.

FIRST AID

The members of staff trained in First Aid are listed in the Main Office along with details of school procedures for first aid.

Procedure for dealing with illnesses and accidents

Serious illnesses or accidents:

If it is serious, send for another adult immediately. The child must be seen by a First Aider as soon as possible.

Less serious illnesses or accidents:

If the accident is less serious ask your classroom assistant for an opinion and then either send the child to the main office with a note explaining the problem or keep the child in class and monitor the situation carefully. Should anything change, please send the child (with a note) to the main office. All classes should have a First Aid kit- please see the office if there are any items missing.

Playtime accidents should be dealt with in the following manner:

- Child reports accident/illness to member of staff;
- Member of staff either refers the matter to the member of staff on First Aid duty or administers First Aid, comforts the child and monitors the situation carefully.
- For more serious injuries/illnesses or falls the First Aider on duty will be available during playtime. All incidents minor or ones that are reported to a member of staff with responsibility for First Aid must be recorded in the Accident Book.
- This book is kept in the office (another in EYFS to support continuous provision).
- Children who are administered with First Aid or seen by the First Aid staff must take a note home that evening, explaining to parents/carers what has happened and how it has been dealt with. It is the responsibility of the first aider dealing with the incident that the person handing over the child has a clear understanding of the incident - all staff on duty need to pass on all relevant information before returning to their position or going for lunch.

Head injuries

Any head injury must be reported to the first aider on duty and the office immediately or in a timely manner. This includes any incidents that happen on trips. Any child who has bumped or cut their head must be monitored after they have been treated. Parents must be phoned as soon as is possible, regardless of how minor the bump seems, and asked if they would like to take their child home. Children who return to class must have a 'head bump' sticker so that the adult in charge of that child knows that they have had a head injury or the office will inform the teacher/adult in charge. The adult in charge of the child should monitor the child's behaviour carefully to ensure that there are no worrying signs of deeper injury/concussion.

Children who are seen by First Aid staff because of a head injury must take a note home that evening, explaining to parents/carers what has happened and how it has been dealt with. Staff at After School club must be informed.

Signs of concussion may include:

- Headache or a feeling of pressure in the head
 - Temporary loss of consciousness
 - Confusion or feeling as if in a fog
 - Amnesia surrounding the traumatic event
 - Dizziness or "seeing stars"
 - Ringing in the ears
 - Nausea
 - Vomiting
 - Slurred speech
 - Delayed response to questions
 - Appearing dazed
 - Fatigue
- Guidance on infection control Please refer to the HPA website for the current guidance on infection control in schools. A copy of this guidance is displayed in the office.

http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374

Hands-washing and good hygiene procedures

Encourage children to:

Always wash hands after using the toilet and before eating or handling food using warm, running water and a mild, preferably liquid, soap.

Toilets must be kept clean. Effective hand-washing is an important method of controlling the spread of infections, especially those that cause diarrhoea and vomiting.

- Rub hands together vigorously until a soapy lather appears and continue for at least 15 seconds ensuring all surfaces of the hands are covered.
- Rinse hands under warm running water and dry hands with a hand dryer or clean towel (preferably paper).
- Discard disposable towels in a bin.
- Bins with foot-pedal operated lids are preferable.
- Encourage use of handkerchiefs when coughing and sneezing.
- If a food handler has diarrhoea or vomiting the CCDC's advice should be sought urgently.

Cleaning up body fluid spills-universal precaution:

Spills of body fluids: Blood, Faeces, Nasal and Eye Discharges, Saliva and Vomit, must be cleaned up immediately. This must be immediately reported to the Headteacher/DHT/SLT or main office. Wear disposable gloves. Be careful not to get any of the fluid you are cleaning up in your eyes, nose, mouth or any open sores you may have.

Surfaces on which bodily fluids have been spilt:

- Clean and disinfect any surfaces on which body fluids have been spilled. An effective disinfectant solution is an antibacterial spray.
- Discard fluid-contaminated material in a plastic bag along with the disposable gloves. The bag must be securely sealed and disposed of according to local guidance.
- Mops used to clean up body fluids should be cleaned in the cleaning equipment sink (not a kitchen sink), rinsed with a disinfecting solution and dried/thrown away.
- Ensure contaminated clothing is hot laundered (minimum 60°C).

Vulnerable children

Some children have medical conditions that make them especially vulnerable to infections that would rarely be serious in most children. Such children include those being treated for leukaemia or other cancers, children on high doses of steroids by mouth and children with conditions which seriously reduce immunity. Usually schools or nurseries are made aware of such children through their parents or the carers or the School Health Service. These children are especially vulnerable to chicken-pox or measles. If a vulnerable child is exposed to either of these the parent/carers should be informed promptly so that they can seek further medical advice as necessary.

Female staff in school - pregnancy

Some infections if caught by a pregnant woman can pose a danger to her unborn baby.

Chickenpox: this can affect the pregnancy of a woman who has not previously had the disease. If a pregnant woman is exposed early in pregnancy (the first 20 weeks) or very late in pregnancy (the last three weeks before birth) she should promptly inform her GP and whoever is giving her ante-natal care who can do a blood test to check she is immune.

German measles (Rubella): if a woman who is not immune to rubella is exposed to this infection in early pregnancy her baby can be affected. Female staff should be able to show evidence of immunity to rubella or, if that is not available, have a blood test and, if appropriate, immunisation. If a woman who may be pregnant comes into contact with rubella she should inform her GP promptly.

Slapped cheek disease (Parvovirus): occasionally, parvovirus can affect an unborn child. If a woman is exposed early in pregnancy (before 20 weeks) she should promptly inform whoever is giving her ante-natal care.

Animals in school permanently and visiting Animals may carry infections, especially gastroenteritis, and guidelines for protecting the health and safety of the children should be followed. Animal living quarters should be kept clean. All waste should be disposed of regularly. Litter boxes should not be accessible to children. Young children should not play with animals unsupervised and children must wash their hands after

handling animals, cleaning cages, etc. Particular care should be taken with reptiles as all species can carry salmonella

Immunisations

By the age of two all children should have received 3 doses of diphtheria/tetanus/whooping cough/Hib and polio immunisations and at least one dose of measles, mumps, and rubella (MMR) immunisation.

By age 5 all children should, in addition, have had a booster of diphtheria, tetanus and polio, and a second dose of MMR.

Precautions for school visits to farms

Check that the farm is well managed and that the grounds and public areas are as clean as possible. Note that manure, slurry and sick animals present a particular risk of infection and animals must be prohibited from any outdoor picnic areas. Check that the farm has washing facilities adequate and accessible for the age of the children 22 visiting with running water, soap (preferably liquid) and disposable towels or hot air dryers. Any drinking water taps should be appropriately designated in a suitable area. Explain to pupils that they cannot be allowed to eat or drink anything, including crisps, sweets, chewing gum, etc., while touring the farm, or put their fingers in the mouth, because of the risk of infection.

If children are in contact with, or feeding, farm animals, warn them not to place their faces against the animals or taste the animal feed. Ensure all pupils wash and dry their hands thoroughly after contact with animals and particularly before eating and drinking. Meal-breaks or snacks should be taken well away from areas where animals are kept, and pupils warned not to eat anything which may have fallen to the ground.

Any crops produced on the farm should be thoroughly washed in drinking water before consumption. Ensure pupils do not consume unpasteurised produce, for example milk or cheese.

Ensure all children wash their hands thoroughly before departure and ensure that footwear is as free as possible from faecal material.

SCHOOL TRIPS

We actively encourage teachers to organise trips for their classes. The area is a rich resource in terms of museums and galleries. If you are planning to travel, the office can obtain quotes for coaches for your trip on your request.

Every class is expected to go on at least one trip to a museum in connection with a history/science topic and also to undertake one practical geography fieldwork trip.

Use the 24 Hour Museum (www.24hourmuseum.org.uk) for a comprehensive directory of UK museums, galleries and heritage sites. The site incorporates a museum finder search facility and keeps its visitors up to date with the latest news and developments from museums across the country. There's also a kids' zone at the 24 Hour Museum.

You may find it useful to consult Gallery Finder (www.engage.org), the online directory of education opportunities in galleries, art museums and arts centres.

Risk assessments must be completed on Evolve at least two weeks before the trip and emailed to the office and HT (head@rivington.lancs.sch.uk or bursar@rivington.lancs.sch.uk). This will trigger a request for packed lunches.

The risk assessment must reference children with SEN and medical needs. Staff accompanying the trip must be familiar with care plans that children with medical needs have. Copies of the care plan and any medication must be taken on the trip - label and securely carried by the designated adult.

Children must be formally registered on leaving and returning to the school. A copy of the leaving register must be given to the office so that we are clear which children are on and off site.

Adult/pupil ratios

In 'Safekeeping a good practice guided for study support' (DfES October 2000) the following statement is made about adult/pupil ratios:

It is useful to remember that in a care setting a ratio of 1:8 is laid down for under 8s. In most local authorities, a recommendation of 1:10 is made for older children. Our guidance is: KS2 - 1:15 (1:10 if public transport is involved)

KS1 - 1:8 (1:6 if public transport is involved)

FS - 1:4

If you see someone walking around the school who you do not recognise please ask them who they are and explain that they must have a badge to be on the premises.

SCHOOL PREMISES

Visitors and main doors All visitors must sign in and must be wearing a badge. Please do not open the main entrance door to visitors during the school day. The office staff need to know who is in the building.

Continually remind children they are not allowed to open doors except to school staff.

Playgrounds

Class time in the playgrounds is the same as class time in the halls. In other words, when you have your hall time for PE you may, weather permitting, take your class to the playground for PE. It is preferable that children do PE outside whenever possible and

older children should be encouraged to bring tracksuits in the Autumn and Spring terms to enable outside PE to happen.

Electrical equipment

Electrical equipment from home must not be used unless PAT tested.

Classrooms and Displays Classrooms should be kept tidy and clutter free. If you do not have enough storage space please let the SLT know. Displays need to be updated termly and reflect the current Learning Journey focus for Topic and Science. These displays should be added to as the term progresses and as the children respond to the key questions - this will show progress and a development of skills and knowledge.

Core curriculum areas and Learning Dispositions (Rivington Remarkables) displays need to be working walls and active display that can be used as teaching tools and to which the children constantly refer to and add to. Subject leads and the SLT can provide support with display expectations (see the School Environment Policy).

Handwriting expectations, Golden (whole school) and Silver (class), Timestables, Year Group/Key Words, the School Mission Statement and School Motto should be on display at all times.

The long and short date along with the English and Mathematics learning objectives are to be hand written in cursive handwriting every day on a large white-board in the room.

i-Pads/Lap-tops

When not in use, they must be kept in a locked drawer or the charging cabinet. If you require i-Pads/Lap-tops for a lesson, please make sure you ask for them well in advance (ie not five minutes before the lesson). When i-Pads are in your classrooms, they must be locked away in drawers unless in use. No i-Pads/Lap-tops (except the class iPad) should be kept 'on show' in classrooms overnight.

Always use a sharp pencil.

If you have received your pen licence, use a handwriting pen.

When you have finished, check your work and tick the success criteria you have used in your writing.

Begin each new piece of work on a new page.

Tuesday, 2nd September 2015

LO: To sequence points logically, making use of persuasive language

Success Criteria

- ✓↑ To structure work using paragraphs
- ✓↑ To include a rhetorical question
- ✓↑ To use a range of conjunctions
- ✓↑ To vary sentence openers - including fronted adverbials
- ✓↑ To use powerful verbs
- ✓↑ To use strong adjectives
- ✓↑ To write neatly and in joined up handwriting
- ✓↑ To use capital letters and full stops
- ✓↑ To check my work for spelling mistakes

Write the long date, underline it and then leave a line

Begin your writing at the margin.

We are here to discuss the important matters of being homeschooled. So we would appreciate it if you would politely listen and agree with my opinions. Firstly,

Use a ruler and sharp pencil/pen to correct mistakes.

Use neat, joined handwriting.

Firstly, my main concern is that pupils that go to public school are more likely to get bullied; students can get bullied by their hair colour, their weaknesses and by what they wear. Poor, helpless, disadvantaged children get constantly bullied at school, however, when they are homeschooled, no such thing will happen. Do you really want children to get verbally and physically bullied?

Leave a clear line between paragraphs.

If continuing a piece of work, write the short date in the margin.

03.09.15 Everybody knows that being distracted is a furious, annoying and outrageous feeling. Did you know that students who are disturbed spend $\frac{3}{4}$ of their breaktime finishing off their work? Naturally, I feel that children will become euphoric, elated and thrilled that they will not be disturbed. Do you really want these children to get distracted and then being told off by their teacher?

- ✓ Do not scribble out mistakes.
- ✗ Use a ruler and sharp pencil to make one neat line to cross out mistakes.

PHYSICAL EDUCATION 2018/19 TIMETABLE FOR THE YEAR KS1 AND KS2

- Children will take part in 2 sessions a week of the allocated strand. Coach will teach lessons 1,3,5,7 and class teacher/HLTA will teach/support lessons 2,4,6

HT 1 -Dance - W/B Monday 3rd September - Friday 19th October
 HT 1 - Basketball- W/B Monday 3rd September - Friday 19th October
 HT 2 - Gymnastics - W/B Monday 5th November - Friday 21st December
 HT 2 -Tag Rugby- W/B Monday 5th November - Friday 21st December
 HT 3 - Tennis - W/B Monday 8th January - Friday 15th February
 HT 3 - Forest Walking - W/B Monday 8th January - Friday 15th February
 HT4 - Forest Games- W/B Monday 25th February - Friday 5th April
 HT4 - Born To Move- W/B Monday 25th February - Friday 5th April
 HT 5 - Athletics - W/B Monday 22nd April - Friday 24th May
 HT 5 - Orienteering - W/B Monday 9th April - Friday 24th May
 HT 6 - Cross Country/Multi-Skills- W/B Monday 10th June - Friday 19th July
 HT 6 - Rounders/Cricket - W/B Monday 11th June - Friday 19th July

Foundation Stage

A1: Tuesday 1pm-2pm, Thursday 1pm to 2pm.
 A2: Monday 10:45am-11:45am, Thursday 10:45am to 11:45am.
 Spr1: Monday 9:30am-10:30am, Tuesday 9:30am-10:30am.
 Spr2: Monday 10:45am-11:45am, Friday 10:45am-11:45am.
 Sum1: Monday 9:30am-10:30am, Wednesday 9:30am-10:30am.
 Sum2: Tuesday 2pm-3pm, Wednesday 2pm-3pm.

Infants KS1

A1: Tuesday 2pm-3pm, Thursday 2pm to 3pm.
 A2: Monday 9:30am-10:30am, Thursday 9:30am to 10:30am.
 Spr1: Monday 10:45am-11:45am, Tuesday 10:45am-11:45am.
 Spr2: Monday 1pm-2pm, Friday 1pm-2pm.
 Sum1: Monday 9:30am-10:30am, Wednesday 9:30am-10:30am.
 Sum2: Tuesday 9:30am-10:30am, Wednesday 1pm-2pm.

Lower Juniors

A1: Tuesday 1pm-2pm, Friday 1pm to 2pm.
 A2: Monday 1pm-2pm, Thursday 1pm to 2pm.
 Spr1: Tuesday 1pm-3pm, Wednesday 9:30pm- 10:30pm.
 Spr2: Monday 9:30am-10:30am, Friday 9:30am-10:30am.
 Sum1: Monday 1pm-2pm, Wednesday 1pm-2pm.
 Sum2: Tuesday 1pm-2pm, Wednesday 9:30am-10:30am.

Upper Juniors

A1: Tuesday 2pm-3pm, Friday 2pm to 3pm.
 A2: Monday 2pm-3pm, Thursday 2pm to 3pm.
 Spr1: Tuesday 2pm-3pm, Wednesday 10:45pm- 11:45pm.
 Spr2: Monday 2pm-3pm, Friday 2pm-3pm.
 Sum1: Monday 2pm-3pm, Wednesday 2pm-3pm.
 Sum2: Tuesday 10:45am-11:45am, Wednesday 10:45am-11:45am.

Rivington Foundation Primary
Planning, Preparation and Assessment (PPA) time & SLT time

Autumn Term 1

Day	Class	Teacher/staff	PPA / SLT Cover
Monday			
Tuesday			
9:15 to 10:30am	Y1/2	Sarah Cuerden/Becki Cliffe Joint PPA	Alison Hodgkinson/CSSP
10:45 to 11:45am	EYFS	Amanda Davies (EYFS Management Time)	Tracey Grimal/CSSP/ Nicky Orgill
1pm to 3pm	Y3/4	Heather Whittaker (SENCO Time)	Dawn Milton/Claire Hitchen/CSSP
1pm to 3pm	Y5/6	Rachel Cadwallader PPA	Becki Cliffe/Lesley Roberts
Wednesday			
1pm to 3pm	Y3/4	Heather Whittaker (SENCO Time)	Lesley Roberts/Dawn Milton
Thursday			
9 to 11am	Y1/2	Sarah Cuerden Heather	Joanne Gell and Alison Hodgkinson
9 to 12pm	EYFS	Amanda Davies	Lesley Roberts/Tracey Grimal/Nicky Orgill
1-3pm	Y3/4	Heather Whittaker	Dawn Milton/Lesley Roberts (2 nd half)
1-3pm	Y5/6	Rachel Cadwallader DHT Time	Joanne Gell/Lesley Roberts (1 st half)
Friday			
1:30pm to 2:2:30pm	Y1/2	Sarah Cuerden/Rachel Cadwallader Joint Planning	Joanne Gell
1-3pm	Y5/6	Rachel Cadwallader (Monitoring/Mentoring)	Becki Cliffe

RIVINGTON FOUNDATION PRIMARY

TERM TIME DATES 2018 - 2019

SCHOOL TERMS AND HOLIDAYS SEPTEMBER 2018 TO JULY 2019

Autumn Term 2018

School re-opens on Monday 3rd September 2018

Mid-term closure Monday 22nd October to Friday 26th October 2018 inclusive

School re-opens Monday 29th October 2018

Closure after school on Friday 21st December 2018

Spring Term 2019

School re-opens on Monday 7th January 2019

Mid-term closure Monday 18th February to Friday 22nd February 2019 inclusive

School re-opens on Monday 25th February 2019

Closure after school on Friday 5th April 2019

Summer Term 2019

School re-opens on Tuesday 23rd April 2019

May Day Monday 6th May 2019

Mid-term closure Monday 27th May to Friday 7th June 2019 inclusive

School re-opens on Monday 10th June 2019

Closure after school on Tuesday 23rd July 2019

Note- There will be 10 twilight INSET throughout the year.

Twilights -Teacher training days included above

Twilight	Monday 10 th September 2018
Twilight	Monday 24 th September 2018
Twilight	Monday 15 th October 2018
Twilight	Monday 12 th November 2018
Twilight	Monday 26 th November 2018

Twilight	Monday 14 th January 2019
Twilight	Monday 28 th January 2019
Twilight	Monday 25 th February 2019
Twilight	Monday 17 th June 2019
Twilight	Monday 1 st July 2019

Shared Resources

COMPUTING SESSIONS 2018-19 Autumn 1

Day	1.00 -2.00	2.05 - 3.05
Monday pm		
Tuesday pm		
Wednesday pm		
Thursday pm		
Friday pm		

Library SESSIONS 2018-19 Autumn 1

Day	1.00 -2.00	2.05 - 3.05
Monday pm		
Tuesday pm		
Wednesday pm		
Thursday pm		
Friday pm		

TreeHouse SESSIONS 2018-19 Autumn 1

Day	9:15-10:30	10:45-12	1.00 - 2.00	2.05 - 3.05
Monday pm				
Tuesday pm				
Wednesday pm				
Thursday pm				
Friday pm				

Duty Rota 2018/19

Monday

Tuesday

Wednesday

Thursday

Friday

Please ensure you are on the playground to
begin duty at 8-45am

Playtimes:

Governors Timetable For Autumn Term

Date	
Tuesday 11th September	9:30am Full Governors
Tuesday 25th September	9:30am SEC Committee
Monday 29th October	Sub-Committees Y5/6
Wednesday 31st October	Class Governor Visit
Tuesday 7th November	Finance Committee
Monday 19th November	9:30am Governor Walk-through
Monday 29th November	4:30pm Full Governors
Tuesday 18th December	9:30am SEC Committee

Diary Dates Autumn 2017

Friday 31 st August	Staff Meeting	Staff and Planning meetings Building Work Logistics. Class and Curriculum Organisation. Please keep RC informed about clubs and give the office a copy of any letters you send out - Teaching Staff to run a Club over the Year - RC to gather info. AD - to gather info on Parents Meetings/Workshops for the year.
Monday 3 rd September	First Day at school Reception children in Nursery children in school New starters in Y1, Y4, Y5, Y6. JG out pm.	
Tuesday 4 th September		
Wednesday 5 th September		
Thursday 6 th September		
Friday 7 th September	Fire Drill	
Monday 10 th September	TAF SA Twilight	9am Office 3:30pm Y5/6
Tuesday 11 th September		
Wednesday 12 th September	Whole-school assembly - Max Marathon for Rivington	10:30am- 10:45 - Hall
Thursday 13 th September	Whole-school Assembly - Taekwondo Becta Assessment	9:15am Hall 9:30am
Friday 14 th September	School Photographs	TreeHouse all day
Monday 17 th September		
Tuesday 18 th September	SA CHIP	12pm
Wednesday 19 th September	Urban Outreach assembly	10:30am Hall
Thursday 20 th September	E-Safety Meeting	2:30pm TreeHouse
Friday 21 st September	Harvest Y5 Writing Project	9:30am Church Burnley - all day.

Monday 24 th September	Twilight	3:30pm Y5/6
Tuesday 25 th September	SEC Committee Meeting Twilight- Safeguarding training	9:30am Office
Wed 26 th September	RC Out DHT CHIP	12pm
Thurs 27 th September	SA Peer-to- Peer Round 1 Southlands Quiz	Whittle-le-Woods
Friday 28 th September	Jim Jam Jog Macmillan Coffee Morning Adviser visit - Writing Books	8am Field 9:30am Hall 1pm Office
Monday 1 st October	Appraisal Week: setting targets	
Tuesday 2 nd October	HT Walk Duke Street	Duke Street School
Wednesday 3 rd October	NO Use of Counselling	9:15am - 3:15pm Corpus Christi
Thursday 4 th October	Harvest SA Peer-to-Peer Round 2 Southlands Quiz	9:30am Church Whittle-le-Woods
Friday 5 th October		
Monday 8 th October		
Tuesday 10 th October	SA CHIP	12pm
Wednesday 11 th Oct	Open Day for Prospective Parents	All Day.
Thursday 12 th October	Southlands Quiz Round 3	
Friday 13 th October		
Monday 15 th October	Twilight	3:30pm
Tuesday 16 th October	SA Out Introduction to Supervision to Address Staff Well-being	All day.
Wednesday 17 th October	HW Out Social disadvantage course.	
Thursday 18 th October	Parents Evening	Hall
Friday 19 th October	KS1 Phonics Workshop	3.15pm: Hall
HALF TERM		
Monday 23 rd October		
Tuesday 24 th October		
Wednesday 25 th October		

Thursday 26 th October		
Friday 27 th October		
Monday 30 th October	Full Governors	4:30pm Y5/6
Tuesday 31 st October		
Wednesday 1 st November		
Thursday 2 nd November		
Friday 3 rd November	Fire Drill	
Monday 5 th November	WWI Week	
Tuesday 6 th November	Finance Committee Meeting	9:30am Head's Office
Wednesday 7 th November	Junior Parent Workshop: R/Wr/Maths	Hall or classroom: 3.15pm and 5.30pm
Thursday 8 th November		
Friday 9 th November	Remembrance Day (11-11-18)	
Monday 12 th November	Anti-Bullying Week	Please set aside a half day to cover this important theme
Tuesday 13 th November	HW Out SIMS Course	
Wednesday 14 th November	Computer Day	Whole School
Thursday 15 th November		
Friday 16 th November	Children in Need Appeal	
Monday 19 th November	Road Safety Week	Please set aside a half days to cover this important theme
Tuesday 21 st November	SA CHIP	12pm
Wednesday 22 nd November	Y5 Writing Project Open Day for Prospective Parents	Burnley
Thursday 23 rd November		
Friday 24 th November		
Monday 26 th November	Twilight	3:30pm Y5/6
Tuesday 27 th November	Full Governors	4:30pm Y5/6
Wednesday 28 th November	Rev Jo Assembly	10:30am Hall
Thursday 29 th November		
Friday 30 th November		

Monday 3 rd December	Christmas Art Gallery	Whole school
Tuesday 4 th December		
Wednesday 5 th December		
Thursday 6 th December		
Friday 7 th December	Christingle	2pm Church
Monday 10 th December		
Tuesday 11 th December	Concerts	
Wednesday 12 th December	Concerts	
Thursday 13 th December	Concerts	
Friday 14 th December	Grandparents Tea Party- sandwiches in school	9.30am and 1pm
Monday 17 th December	EYFS/Infant party	PM
Tuesday 18 th December	Junior Party: PM	PM
Wednesday 19 th December	Rev Jo Assembly	10:30am Hall
Thursday 20 th December	Carol Service	2pm Hall
Friday 21 st December	Breakfast with Santa	7:30am start

Rivington Foundation Primary

Termly Planner

**Autumn
2018**



CHIP Cluster *Chorley Heads in Partnership*

MEETINGS 2018-19

Head teacher meetings

	Focus / Speakers	Organised by
Tues 18 th Sept	Safeguarding- CSC to speak Andrew Bradbury & Ann-Marie Webster	CG
Tues 9 th Oct	Michelle Taylor -CAMHS	CG
Tues 20 th Nov	*HT Forum Lunch 12noon / begin 13:30	L. Austin to lead
Tues 11 th Dec	CHRISTMAS MEAL	
Thursday 31 st Jan	Mike Rotheram –Fri (AK)	Wrightington County Club * lunch included
Tues 26 th Feb 2019		
Tues 19 th March	*HT Forum Lunch 12noon / begin 13:30	L. Austin to lead
Tues 30 th April		
Tues 21 st May		
Tues 18 th June	*HT Forum Lunch 12noon / begin 13:30	L. Austin to lead
Tues 16 th July		

Deputy Head teachers meetings

Farington	Learning Walks
Wed 26 th September	
Wed 6 th March	
Wed 22 nd May	

CHIP Conference

Thursday 31st Jan 2019	CHIP Meeting HT's only
Friday 1 st Feb 2019	Mike Rotherham - Andrew Kidd to arrange

HT Learning Walks

	Date	School	Contact for booking in
Autumn Term 2018	03/10/18	Duke Street	Andrew Kidd
Spring Term 2018	16/01/19	Whittle	Deborah Metcalfe
Summer Term 2018	tbc	St. Lawrences	Emma Marques

Secretaries Christmas Meal: Wed 12th December

CHIP Moderation @ St. James 2018-19

Year Group	Date	Time	Focus
Early Years	Friday 12 th Oct 2018	9:30-11:30	Baseline (prime areas)
	Wednesday 13 th March 2019	1:30-3:30	tbc
	Thursday 13 th June 2019	9:30-11:30	tbc
School			
Year 1	Thursday 7 th February 2019	9:30-11:30	Writing
Year 3	As above	1:30-3:30	Writing
Year 1	Wednesday 19 th June 2019	9:30-11:30	Writing
Year 3	As above	1:30-3:30	Writing
Year 4	Thursday 28 th Feb 2019	9:30-11:30	Writing
Year 5	As above	1:30-3:30	Writing
Year 4	Wednesday 12 th June 2019	9:30-11:30	Writing
Year 5	As above	1:30-3:30	Writing
Year 2	Thursday 17 th Jan 2019	9:30-11:30	Writing
Year 6	As above	1:30-3:30	Writing
Year 2	Friday 14 th June 2019	9:30-11:30	Writing
Year 6	As above	1:30-3:30	Writing

- Additional moderation sessions can be arranged by teachers at first meeting if necessary
- Time to share good practice / flexibility in moderating other areas of the curriculum
- Andrew Clark (DHT @ St James') is willing to oversee the process of moderation

Term	School	Reviewers (Lead in bold)	Improvement champion	Dates
Autumn 1	Whittle-le-Woods	Barry Broderick Sarah Annette Andrew Clark	Hannah Clark (Gillibrand) Rachel Baker(G)	Lead review/ school meet: Thursday 27 th Sept 2pm Review Day: Thursday 4 th October all day
Autumn 2	Gillibrand	Linda Clayton Debbie Metcalfe Jackie Haughin	Rachel Devaney (Sacred Heart) Julia Fairhurst (SH)	Lead review/ school meet: Thursday 1 st Nov 2pm Review Day: Thursday 8 th November all day
Spring 1	Sacred Heart	Ashley Clayton Linda Clayton Andrew Clark	Caroline Lavery (StJames Stacy Bridge (Coppull Parish)	Lead review/ school meet: Wednesday 30 th Jan 2pm Review Day: Wednesday 6 th February all day
Spring 2	Brinscall St John's	Claire Greenway Charlotte Chenery Ashley Clayton	Caroline Lavery (St.J) Rachel Baker(G)	Lead review/ school meet: Tuesday 5 th March 2pm Review Day: Thursday 14 th March all day
Summer 1	St James	Sarah Annette Barry Broderick Jackie Haughin	Rachel Devaney (SH) Julia Fairhurst(SH)	Lead review/ school meet: Thursday 25 th April 2pm Review Day: Monday 29 th April all day
Summer 2	Rivington	Debbie Metcalfe Claire Greenway Charlotte Chenery	Caroline Lavery (StJ) Rachel Baker(G)	Lead review/ school meet: Thursday 13 th June 2pm Review Day: Thursday 20 th June all day

CHIP Peer to Peer Support Group -Coppull/Christ Church/Duke Street

Note: Lead reviewer to arrange specific time for initial phone call / request for documents to be sent as appropriate
Initial meeting between lead reviewer / school pm. Other reviewers to meet at school for 3:45pm for tour as necessary
Review Day: Begins at 9:30am. Improvement champions invited to feedback at 3pm
Lead reviewer to be available for the IC workshop to introduce only

School Development Planner -AUTUMN 2017

	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
English	Policy. Planning, Assessment. Analysing results SATs for KS1 and 2 - Review/improve pupils progress in Writing. Establish 'Big Write' Review provision, attainment and progress in spelling. Audit of writing across the school - subject knowledge. Weekly monitoring of books and planning by SLT with a writing, handwriting and presentation focus. Analysing school tracking Target setting. Target setting for Writing in mixed ages. Year 5/6 Writing Project Training	Book Fair Big Write assessment and moderation Y5/6 Writing Project	Big Write Moderation of reading and writing. Book scrutiny, lesson observation. Evaluation Year 5/6 Writing Project	
Mathematics	Policy. Planning, Assessment. Analysing results SATs for KS1 and 2 Analysing school tracking Target setting, 1-1 ECC Review/improve pupils progress in Maths. Introduce Mathematics for homework	Moderation and assessment Monitor use of Mathematics at home (homework)	Moderation of Maths Book Scrutiny, lesson observations	Evaluation
Science	Policy. Planning, Assessment. Records and tracking of attainment. Audit resources. Review 2yr rolling profile for Science Access Whole-School Training for Science- Subject Knowledge and Teaching Methods Review the assessment of Science.	Science Quality mark	Portfolio	Evaluation
History	Policy. Planning, Assessment. Records and tracking of attainment Establish 2yr rolling programme.	Cluster meetings	Portfolio	Evaluation
Geography	Policy. Planning, Assessment Records and tracking of attainment Establish 2yr rolling programme.	Cluster meetings	Portfolio	Evaluation
Music	Policy. Planning, Assessment Song practice	Practise - Young voices	Portfolio	Christmas performances & concerts
PE	Policy. Planning, Assessment, Adventure sports Football clubs, netball, judo, Activity at lunch time. Playground leaders and buddies. Competitions.		Supporting healthy schools Portfolio	Evaluation
Art	Policy. Planning, Assessment Establish 2yr rolling programme.	Audit of resources and ordering	Portfolio	Evaluation
Technology	Policy. Planning, Assessment Records and tracking of attainment Establish 2yr rolling programme.	Links with high schools	Portfolio	Evaluation
R.E.	Policy. Planning, Assessment Faith SLA Planning	Visits by faith leaders	Diwali festival	Evaluation

PSHE	Following LCC policy - themes within 2 yr cycle	Healthy schools award	Road safety - right start	Evaluation
SEN	Analysing results SATs for KS1 and 2 (SEN) Analysing school tracking, target setting. Code of Practice SEN Provision and deployment - Provision mapping Accele read and write TA's Improve/Review provision for vulnerable groups including SEND. ILP Meetings. Intervention audit and record keeping.	IEP's Moderation of interventions	Review meetings: on-going	Evaluation
Early Years-F/S	Induction of children for school and nursery FSP - learning journeys. Open Day. Par & Tod grp. Invol of parents. Forest schools?	Moderation and tracking of children. Feed back to Reception Parents: share targets for children. Forum/Cluster meeting	Nursery open Day	Evaluation
Curriculum	Devise/review whole-school curriculum overview—Year B. Review cross-curricular links.	Improve/review the application of skills across the curriculum. Devise/review whole-school curriculum overview—Year B. Review cross-curricular links		
ECM & ExtSc	SAFETY -	Healthy Schools: food samples. Encourage children to eat a wider variety of foods	Physical activity: walk to school, healthy schools award	
Computing	Policy. Planning, Assessment Records and tracking of attainment. BECTA Award application.		Development of skills and opportunities.	Evaluation
C'Curricular	School Council /Parliament fair			Evaluation
Teaching and Learning	Improve/review teacher's subject knowledge in Writing. Improve/review policy and practice for learning and teaching.	Improve/review teacher's subject knowledge in spelling- review new scheme of work. Improve/review teacher's subject knowledge in science Improve/review teacher's subject knowledge in Writing.	Improve/review teacher's subject knowledge in science- review new scheme of work. Improve/review teacher's subject knowledge in Writing.	
Leadership and Management	NEW SLT—Review effectiveness of the senior leadership team - audit and seek training. Audit website. DHT training. Establish Monitoring Calendar and Roles with it. Improve/review procedures for the monitoring of teaching and learning. Review school aims and purposes linked to the vision and ethos. SENCO- review policy and practice. SENCO audit training requirements. Review/develop the impact of appraisal and performance management Appraisal for Teachers	Review/improve impact of middle-leadership. Review/improve leadership of support staff.- mapping . Dining hall review. Curriculum co-ordinator for Music. Appraisal for TA's.	NEW SLT—Review effectiveness of the senior leadership team - audit and seek training. Supervision	
Assessment	Assessment of all subjects. Target Setting and analysis of results in place SATS data, LCC tracker, internal trackers, Raiseonline, LSIP, Pupil Tracker- high and low achievers highlighted. Progress meetings,. Review and current tracking system. Discussions with SIMS. Improve/review year on year tracking of pupil progress. Improve/review moderation of assessment data across school. Y4 Timetables assessment—prep scheme			Evaluation and planning
Parental Involvement	Meeting for pre-school parents. Inform parents of information available.	Open Day-Intake 2017 for sch, Open Evening, Book week & Christmas and Summer fair. Workshops delivered from subject leaders	Open Day-nursery Children in need.	Christmas Productions and PFA events

Staff Development	Induction of new staff AT's, Staff, subject leaders, SLT Meetings. Adviser meeting with IE, Leader monitoring, Analysing results - tracking Reading writing and maths. Provision mapping,		Appraisal -staff Reviews and target setting SAT's	Mentoring associate teachers, Deputy head and H/T forums. Eval and review of the SDP
School Devt	Update SEF. SHARES, SDP. Update website with relevant information. Standards committee for governors		Standards and Effectiveness meeting/Committee and Governors meeting	Review of progress towards meeting SDP targets
SMSC Community Cohesion	Further links through creative curriculum: SMSC KS2 celebrations and Early years Link up with local schools			
Attitudes, Behaviour, Values, Qualities	Review consistency and effectiveness with which good behaviour is expected and unacceptable behaviour is addressed. Establish 'Seven Wonders' Across the School - for each Year Group Review policy for behaviour and anti-bullying. Re-establish 4R's Curriculum and ensure that it is a feature of all planning and displays.			
Attendance	Review attendance tracking from previous year. Review Early Help for families with attendance issues from previous year. Improve/review tracking and early identification of trends. Establish attendance correspondence with Parents. Send out literature regarding holidays during term time to Parents.			
Care, Guidance and Support	Healthy eating—packed lunches. Single Equalities review			
Assessment	Monitor and overview tracking systems (internal and Lancs Trackers). Identification of groups Continue self-assessment and questioning by children	KS1 SATS Y3 4 and 5 assessments. KS2 SATS SEC meeting.	Analysis of tracking data for all cohorts, groups and individuals. Foundation subjects assessments.	Collation of summative records for next teacher. Portfolios handed in.
Parental Involvement	Questionnaires from children. Improve/review the quality of communication and information to parents to parents Meet with Parents through Year group meetings. New Website and prospectus	Set up workshops for parents. New Website and prospectus Improve/review parental involvement & engagement. Improve/review the quality of communication and information to parents to parents	Developing Parents Curriculum—planning/prep. For academic year—particularly for Heritage project. Support from school nurse.	
Effective Partnerships	Heritage project planning for academic year 2018-19—lottery bid planning. Cluster planning for 2018/19	Review policy for establishing and supporting partnerships.	Planning for community 2018/19	Planning for community 2018/19
Community Cohesion			Review practices for promoting British Values/community cohesion.	
Staff /SIP	Mentoring NQT's. Staffing organisation for September including Pre-School Further improve teaching and Learning	Finalise strategic plan Action Plan development. Parent info update Further improve teaching and Learning		Assessment Planning for next term. Timetables
Building /Grounds	Planting and tidying in grounds. Preparation for planned building/floor. Clearing gutters/roof		Tidying and planting in grounds. Quotes for decorating in Y5/6 Awards for All planning. Review/improve role of site manager.	

			Planning/preparations for improvements in Y1/3 and Y3/4. Summer event for families to support ground clearance. Nurture grant—used to support grounds improvement. Cycle of decorating established for school.	
Governors	Action Plans evaluation. Terms of reference reviewed. Improve/review the governing body monitoring and evaluation policy & practice.	Evaluation of effectiveness committee	Committee and full Governors meetings Review impact of pupil premium/sports premium.	Review the role and effectiveness of governance.
Safeguarding	Ensure all Safeguarding Files from previous academic Year have been passed on using new procedures. Improve practice of safeguarding/behaviour logs/website. Whole- Staff Safeguarding Training Review practice for recording and tracking safeguarding data. Review Safeguarding Policy	Whole-Staff safeguarding training.		Review for files. Introduce CPOMS
Workforce Planning	Prevent/Safeguarding/Fire safety training for all staff. Review and improve effectiveness of appraisal. Prevent duty training. All Teaching staff roles and responsibilities review.		Safeguarding training. All TA staff roles and responsibilities review.	
Premises and Resources	Implement/Review procedures around the general running of school whilst the building works take place. Review/improve policies for premises safety. Review new grounds maintenance program. Review/improve role of site manager.	Implement/Review procedures around the general running of school whilst the building works take place. Monitor improvements in Y1/3 and Y3/4. Development of Treehouse in the wider curriculum. Cycle of grounds maintenance established Review playground provision.	Implement/Review procedures around the general running of school whilst the building works take place.	
ATG	Update list from pupil tracking data. AGT focus for Writing/Reading	Update lists from tracking data. AGT focus for Writing/Reading AGT focus for Maths	Monitor progress of group Create AGT curriculum	Evaluation of progress and attainment of AGT PP and transition meetings to look at provision for next academic year.
Outdoor learning	Outdoor Learning Day - planning for activity for Autumn Term Y5/6 Forest Schools	Fresh for 15! Outdoor Learning Day Faith SLA Planning		Fresh for 15! Planning for Outdoor Learning Day for Spring Term
Innovations	Extra-Curricular Provision Planning Fresh for 15! NURTURE PROGRAM PLANNING NSPCC USE OF WIDER PROVISION—SPORT	LEARNING IN THE ENVIRONMENT Faith SLA Planning	EXTRA CURRICULAR—ART CLASSES ETC RIVINGTON TERRACED GARDENS. CULTURES AND RELGION WEEK Fresh for 15!	Fresh for 15!

	Faith SLA planning		
Essential Skills	Handwriting. Times tables.	Information Technology.	Improving own learning and performance.

Staff Meeting September to October 2017

Friday 31st August

INSET

Diary Dates, Organisation, School, H&S, profile and staff handbook,
Timetables and Curriculum for PPA teachers
Procedures around building work.

H+S

Safeguarding

Christmas Planning

Agree non-neg. prompts that will be on show to encourage independent writing and editing

Monday 3rd September

Staff Meeting

Non-negotiables - with a particular focus on writing- accurate response to marking and editing. (SA)

Website

Line of progression for Writing - emersion, analysis, planning, writing, editing, proofreading.

Weekly planning format overview. (SA/RC)

Models of writing - Improving writing booklet

Planning for Big Write

Assessment Overview:

Klips/Laps:- Reading and writing assessment overview and tracking grids (SA), Spelling, Punctuation and Grammar (SPAG) (SA), Maths assessment overview (SA)

Monitoring Calendar

H+S

Safeguarding

Monday 10th September

Twilight

Safeguarding Update

Website

e-safety Curriculum

Heather Whittaker- Provision map update, intervention groups.

Presentation

Look at last terms SDP. SDP - Main Priorities/Data

Marking and feedback: evaluating and editing planning and modelling this to staff (RC)

Whole-School Targets

H+S

Safeguarding

Monday 17th September

Staff Meeting

Agree non-neg. prompts that will be on show to encourage independent writing and editing

Look at last terms SDP. Quick recap from **all** subject leaders to highlight areas of development and discuss priorities/targets for cohorts/groups etc. (All staff).

Nurture Group Planning.

H+S

Safeguarding

Monday 24th September

INSET

Whole school targets. (SA)

Writing/Planning review - Creating a Unit of Work - using analysis of assessment to accurately plan lessons which accurately identify and fix the next step of learning and deal quickly with misconceptions in writing.

Appraisal Overview: (SA)

E-safety update: (HW).

Whole School Assessment/Tracking Update (SA)

WWI Week Planning

H+S

Safeguarding

Monday 1st October**Staff Meeting**

SEN update with HW: Policy, IEP's, interventions and support.
Update the AGT and SEN register (correlate with Provision Map)
Feedback from courses and forums (All staff)

Monday 9th October**Staff Meeting**

Outstanding lessons: What makes a lesson outstanding? Ofsted standards. (SA). Writing Focus for Outstanding Lessons - Developing Vocabulary. Subject Leadership: Roles and responsibilities. (SA)

Monday 15th October**Staff Meeting**

Big Writing Planning for next half-term
Review the provision for SEND in writing in all key stages.
Developing Sentence Structure
WWI Week.

Tuesday 23rd October**Twilight**

Whole Staff Safeguarding Training

Staff Meeting**November to December 2018****Monday 5th November**

Anti-bullying Day
Handwriting

Monday 12th November**Twilight**

Audit the provision of the English scheme focusing on the more able.
Developing Vocabulary (SA)
Moderation of work - Writing: (SA)

Monday 19th November**Staff Meeting**

Planning a Unit of work of English - Spring Term 1. Writing/Planning review - Creating a Unit of Work - using analysis of assessment to accurately plan lessons which accurately identify and fix the next step of learning and deal quickly with misconceptions in writing.

Monday 26th November

Twilight

First Aid

Christmas Planning

Monday 3rd December

Staff Meeting

Feedback from courses.

Christmas Production Organisation and display

Monday 10th December

Staff Meetings

Recording tracking and assessment data
(Assessment Week)

Monday 18th December

Staff Meeting

Recording tracking and assessment data
(Assessment Week)

Evaluation of term's work Writing/Planning review using analysis of assessment to accurately plan lessons which accurately identify and fix the next step of learning and deal quickly with misconceptions in writing.

If you have other issues or ideas please let me know so that I can slot them in.

**SLT Meetings (Tuesday)
September to October 2017**

Wednesday 5th September

Priorities for the term. Scrutiny of data/evaluations from Summer 2018. Analyse, discuss and identify whole school targets (cohorts, groups of children: SEN, FSM, Pupil Premium, boys etc), teaching and learning targets.

Wednesday 13th September

School Development Plan - ensure all areas and priorities are set for 2018/19 and link to Raise Online - check outcomes are clear

Analyse and report on foundation subject attainment across cohorts.

Finalise school priorities:

- outcomes for children and learners
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- effectiveness of leadership and management

Tuesday 26th September

Self-evaluation of Attainment and Progress: SEF

Wednesday 11th October

Self-evaluation of Attainment and Progress: SEF

Wednesday 18th October

Complete self-evaluation

Wednesday 25th October

Begin Book Scrutinies: Writing

**SLT Meetings
November to December 2017**

Tuesday 7th November**SLT**

Pupil Progress: Organisation

Book Scrutiny of Work continued

Tuesday 14th November**SLT**

SEF/ASP/Analysis of school reports

Tuesday 21st November**SLT**

SEF/RAISE/ Analysis of school reports

Wednesday 29th November**SLT**

SEF/RAISE/ Analysis of school reports

Wednesday 6th December**SLT**

TBC

Wednesday 13th December**SLT**

TBC

Wednesday 20th December**SLT**

Overview of Autumn

Planning Examples for Subject Leaders

- Friday 7th - Long Term Plans for the Year.
- Friday 7th - All Medium Term Plans for Autumn 1.
- Monday 10th - Short-term plans English/Maths for wk beg.
03/09/2018 and 10/09/2018
- Every Monday - Short term plans English/Maths/Science for the forthcoming week.
- Friday 2nd November - All Medium Term Plans for Autumn 2.
- Every Monday - Short-term plans English/Maths/Science for the forthcoming week.

Friday Monitoring Tasks Related to School Improvement- Book Scrutinies/Pupil Interviews/Learning Environment Walkthroughs

Books required for Scrutinies. If highlighted Yellow there will be a Learning Environment Walkthrough on that Friday afternoon.

Friday 7th September

English Books - Presentation, Layout and Moderation of Work.

Friday 14th September

English Books - Presentation, Layout and Moderation of Work.

Friday 21st September

English Books - Presentation, Layout and Moderation of Work.

Friday 28th September

English Books - Presentation, Layout and Moderation of Work.

Friday 5th October

Maths Books - Presentation, Layout and Moderation of Work.

Friday 12th October

Science Books - Presentation, Layout and Moderation of Work.

Friday 19th October

English Books - Presentation, Layout and Moderation of Work.

Friday 26th October

Half-Term

Friday 9th November

English Books - Presentation, Layout and Moderation of Work.

Friday 16th November

English Books - Presentation, Layout and Moderation of Work.

Friday 23rd November

English Books - Presentation, Layout and Moderation of Work.

Friday 30th November

Science Books - Presentation, Layout and Moderation of Work.

Friday 7th December

Foundation Books - Presentation, Layout and Moderation of Work.

Friday 14th December

English Books - Presentation, Layout and Moderation of Work.

Friday 21st December

Christmas

Classroom Actions September to October 2017

Week ending Friday 7th September

- Class timetables are complete and displayed in class.
- Intervention timetables completed for groups/individuals and shared with TA's.
- Ensure you have information on AGT/SEN/PP.
- PPA teachers know what subjects they are teaching. Feedback to staff not present at Friday's meeting.
- Letter for Parents - Autumn 1 info about topics/expectations etc. to be sent home. Homework Arrangements included in the information.
- Check Parental Agreements/E-Safety agreements sent home ensure returned and signed.

Week ending Friday 14th September

- Long-term plans on website.
- Parent letters on website.
- Twitter going.

- Display for stairs in place.
- Assessment - requirements for assessment at Rivington- all staff have assessment files.
- Ensure all guided reading records are in file.
- Ensure all agreed checklists are followed.
- Check Parental Agreements/E-Safety agreements sent home ensure returned and signed.

Week ending Friday 21st September

- Subject Leaders complete any action plans. Remind staff about allocating time each week to subject leadership.
- Twitter/Website
- Check Parental Agreements/E-Safety agreements sent home ensure returned and signed.
- Send out Parents Evening Letters

Week ending Friday 28th September

- Check Parental Agreements/E-Safety agreements sent home ensure returned and signed.
- Twitter/Website

Week ending Friday 5th October

- ILP's: Check TA's are keeping Teachers informed (records of progress, targets changed when needed). Suggestions to develop Parental Partnership (events/workshops etc recorded in school diary).
- Preparations for WWI week.

Week ending Friday 12th October

- IEP's: Check TA's are keeping Teachers informed (records of progress, targets changed when needed). Suggestions to develop Parental Partnership (events/workshops etc recorded in school diary).
- Preparations for WWI week.

Week ending Friday 19th October

- Complete ILP's ready for Parents Evening
- Formulate info to share on Parents Evening.
- Preparations for WWI week.

Week ending Friday 27th October

Planning Meetings F/S & KS1 & KS2

November to December 2017

Week ending Friday 10th November

- Assessment - requirements for assessment at Rivington- all staff have assessment files. Ensure all guided reading records are in file.
- Preparations for assessment weeks.
- Letter for Parents - Autumn 1 info about topics/expectations etc. to be sent home.

Week ending Friday 17th November

- Preparation for assessment week

Week ending Friday 24th November

- Christmas performance - carols/readings Y5/6
- Assessment week
- Costume slips sent home
- Preparation for Grandparents Tea Party

Week ending Friday 30th November

- Christmas performance preparations.
- PP meetings - fill in assessment info and pupil progress meeting forms for the following week.

Week ending Friday 8th December

- Christmas performance preparations
- Christmas Party Food Slips

Week ending Friday 15th December

- Evaluation/Impact of the term

Week ending Friday 22nd December

Please add other items to the meetings

On-going monitoring by leaders for standards and provision in subjects

Rivington Foundation Primary



Termly Planner

**Spring
2019**

Diary Dates

Spring 2017

	PUPIL PREMIUM WRITING BOOKS	
Monday 7 th January	Return to School Staff Meeting - Diary dates, organisation-curriculum areas. Recording Assessment calendar Spelling SIP and IEPs NO CSSP this week	SA/RC LEAD
Tuesday 8 th January		
Wednesday 9 th January	SA OUT	
Thursday 10 th January	Yr6 Booster SA OUT 2pm St. Joseph's - Nurture TA Appraisals - times to be given	SA/RC to lead
Friday 11 th January	Get Together/Fencing Assembly Medium term plans to be ready for Monday. Electronic and paper copies to SA HW SEND meeting 2pm in office	9:15am-10am Hall
	Science Walkthrough Writing Books	
Monday 14 th January	TWILIGHT Subject Leader Twilight - School Advisor	3:30-5:30 Y5/6
Tuesday 15 th January		
Wednesday 16 th January	Y5/6 Style Mill Trip SA Out St. Joseph's Chorley	
Thursday 17 th January	Yr6 Booster Y2 Writing Moderation Y6 Writing Moderation School Census	9:30-11:30 St James 1:30-3:30 St. James AR
Friday 18 th January	Fencing Club Starts Get Together.	8-8:45am in the Hall. 9:15am Hall
	MATHS BOOKS WRITING BOOKS	
Monday 21 st January	Staff Meeting - English Planning	
Tuesday 24 th January	SEC Committee	Office 10am
Wednesday 25 th January		
Thursday 26 th January	Yr6 Booster Finance	
Friday 27 th January	Fencing Club Get Together	
	2 ND APPRAISAL OBSERVATION TBC	
Monday 28 th January	TWILIGHT Attachment Training	
Tuesday 29 th January		
Wednesday 30 th January		

Thursday 31 st January	SA OUT CHIP	Writington Country Club
Friday 1 st February	SA/RC OUT CHIP Fencing Club Get Together - AD	Writington Country Club
	FOUNDATION SUBJECTS WALKTHROUGH WRITING BOOKS	
Monday 4 th February	Sub-Committees	4:30 Y5/6
Tuesday 5 th February	Internet Safety Day See: https://www.saferinternet.org.uk/safer-internet-day/2019 for lesson ideas/resources	Assembly and all classes
Wednesday 6 th February	RC OUT ALL DAY	
Thursday 7 th February	Y6 booster Y1 Writing moderation Y3 Writing Moderation BC - Nurture Groups AR - Reporting in SIMS SC- Writing arrangements HW - Improving Writing Skills for Children with SEND	9:30-11:30 St. James, Chorley 1:30-3:30 St. James, Chorley 9:30-4pm County Hall 9:30-4pm County Hall Farrington Lodge 1:30-4pm Burnley 9-12
Friday 8 th February	Fencing Y3/4 Class Assembly	9:15am
	SCIENCE WK: Learning in the Environment Day SCIENCE BOOKS	
Monday 11 th February	Parents Evening Balance Bikes	
Tuesday 12 th February	SFVS Mr. Sands Balance Bikes Parents Evening	10am Office
Wed 13 th February	Balance Bikes Parents book Share	
Thursday 14 th February	Supervision interviews RC Office Young Voices 2019	
Friday 15 th February	Fencing Club Get Together	
	HALF TERM WRITING BOOKS	
Monday 25 th February	Twilight- Confident Minds	
Tuesday 26 th February	SEC - Data Dashboard SA out CHIP HW OUT Writing Moderation	12pm 9:30-11:30 St James

	AG OUT Writing Moderation	1:30- 3:00pm St James
	Maths parents Workshop	4pm KS1 KS2
Wednesday 27 th February	Science Day 1:30pm - Assembly - Honesty	Hall 9.15 (Parents)
Thursday 28 th February	Y4 Writing Moderation Y5 writing Moderation	9:30-11:30 St. James 1:30-3:30 St. James
Friday 1st March	No Get Together World Book Day - Wes Magee - Author visit all day.	All Day
	MATHS BOOKS ENGLISH OBSERVATIONS WITH PUPIL DISCUSSIONS AND SEND FOCUS	
Monday 4 th March	Alec Williams Storyteller	
Tuesday 5 th March	BC Observation with Tutor Maths parent workshop-KS1 and KS2	4.00pm
Wednesday 6 th March	Fizzy Tree Workshop - all day LAC Review	Whole School 1pm office
Thursday 7 th March	World Book Day - dress up as your favourite character	
Friday 8 th March	Get Together World of Work Day https://www.myworldofwork.co.uk/primary-teachers	9:15am Hall
	WRITING BOOKS WHOLE SCHOOL TEST WEEK	
Monday 11 th March	ASSESSMENT WEEK- BIG WRITE and assessments completed and recorded on trackers for end of term Twilight	3:30pm-5:30pm
Tuesday 12 th March		
Wednesday 13 th March	EYFS Moderation	1;30-3;30 St. James
Thursday 14 th March	Y6 bike-ability	
Friday 15 th March	Y6 bike-ability	Whole School
	FOUNDATION BOOKS WHOLE SCHOOL TEST WEEK- PP MEETINGS	
Monday 18 th March	Staff Meeting ASSESSMENT WEEK- PP MEETINGS - GIVE CLASS TRACKER INFO. TO RC BIG WRITE and assessments completed and recorded on trackers for end of term	
Tuesday 19 th March	SA OUT CHIP	12pm
Wednesday 20 th March		
Thursday 21 st March		
Friday 22 nd March		
	PP MEETINGS	

	MATHS WALKTHROUGH SCIENCE BOOKS	
Monday 25 th March	Staff Meeting Full Gobs	4:30pm-6:30pm Y5/6
Tuesday 26 th March		
Wednesday 27 th March		
Thursday 28 th March	Non-uniform Day for Easter Eggs	
Friday 29 th March	Y1/2 Mother's Day Assembly	
Monday 1 st April		
Tuesday 2 nd April		
Wednesday 3 rd April	Non-uniform Day for Easter Eggs Chronology Day	
Thursday 4 th April	Easter Parade Egg rolling Easter Assembly Easter Bingo	1:00pm 2:30pm 6:00pm
Friday 5 th April	Sports for Schools Event	All day
	EASTER HOLIDAYS	

SPRING TERM 1- FORUMS

Date	Training	Host
Thursday 17th January	Year 2 Writing Moderation St. James Year 6 Writing Moderation St. James	9:30am- 11:30am 1:30pm-3:30pm
Thursday 31st January and Friday 1st February	Headteacher and Deputy Headteacher Conference	All Day
TBC	Learning Walk Whittle	
Thursday 7th February	Writing moderation Y1 St. James Writing moderation Y5 St. James	9:30-11:30 1:30- 3:00
Tuesday 26th February	Headteacher Meeting	12pm
Wednesday 6th March	Deputy Head Meeting	12pm
Tuesday 13th March	Early Years Moderation St. James	1:30-3:30
Tuesday 19th March	Heads Forum	12pm

Improvement Planner

SPRING 2019

	<u>January</u>	<u>February</u>	<u>March</u>
English	Y6 additional English: SAT's boosters. Moderation of Writing Monitoring planning. Spelling Training for the new units of work. Ongoing involvement of parents: SPAG Y5/6 Writing Project	Book scrutiny: Moderation at Y2. Portfolios: Further examples of work collected and matched to year group expectations. SDP interim evaluation. Y5/6 Writing Project	Revisit targeted groups- Target setting. Audit. Resources. Class observations Write & Ass Y5/6 Writing Project
Mathematics	Y6 additional maths: SAT's boosters. Maths hub planning Monitoring planning. Ongoing involvement of parents across school. Homework Club-Yr6	Portfolios: Further examples of work collected and matched to year group expectations. Maths hub planning SDP interim evaluation.	Book scrutiny. Revisit targeted groups- Target setting. Audit. Resources. Maths hub planning Class observations
Science	Planning scrutiny across school (coverage). Steps for Science Quality Mark Science improvement planning with advisor. Out and About Day planning	Tracking progress across school Science improvement planning with advisor. Portfolio of work matched to year group expectations. SDP interim evaluation. Implement advisor recommendations. Walkthrough	Resourcing - bid to match to priorities Science Journal - Out and About Day Implement advisor recommendations. Out and About Day planning
History	Planning scrutiny across school (coverage).	Tracking progress across school Portfolios: Further examples of work collected and matched to year group expectations. SDP interim evaluation. Walkthrough.	Resources - bids to match priorities
Geography	Planning scrutiny across school (coverage)	Tracking progress across school Portfolios: Further examples of work collected and matched to year group expectations. SDP interim evaluation. Walkthrough.	Resources - bids to match priorities
Music	Planning scrutiny across school (coverage).	Tracking progress across school Further examples of work collected and matched to year group expectations. SDP interim evaluation	Resources - bids to match priorities
PE	Portfolio begun. Developing teacher and children's skills through coaches in school. Involvement in inter school sports and clubs for groups and adventurous activity.	Tracking progress across school Further examples of work collected and matched to year group expectations. SDP interim evaluation	Resources - bids to match priorities
Art	Planning scrutiny across school (coverage). ArtsMark	Tracking progress across school Further examples of work collected and matched to year group expectations. SDP interim evaluation ArtsMark	Resources - bids to match priorities. ArtsMark

Technology	Planning scrutiny across school (coverage). Blue Orange - BTLs	Tracking progress across school Further examples of work collected and matched to year group expectations. SDP interim evaluation Speaking to County about Internet Provision	Resources - bids linked to priorities Internet Provision Hardware audit - what do we need?
R.E.	Planning scrutiny across school (coverage). Visits organised to local church/faith visits.	Tracking progress across school Further examples of work collected and matched to year group expectations. SDP interim evaluation	Resources - bids to match priorities
SEN	Close tracking of SEN/PP children. Monitoring of IEP's, planning and children's work. Deployment of resources	Review and evaluate-set targets Continued tracking progress across school SDP interim evaluation.	Resources - bid. SENCO course. SEN report to governors and SEC meeting
EYFS	Closing the gap - Engaging boys reading/writing. Closely monitor progress of SEN children. Monitor planning: opportunities for focussed SEN support. Phonics/CL and speaking Developing further outstanding provision: maths focus	Tracking progress across the cohort. SDP interim evaluation. Developing further outstanding provision: maths focus	Resources - bids to match priorities Preparation for Pre-school sessions and nursery Developing further outstanding provision: maths focus
Computer ICT Audio/Visual	Planning scrutiny across school (coverage)- Staff Meetings. The embedding of computing. Involvement of parents - My Maths/Mathletics Internet Provision	Review and evaluate-set targets Continued tracking progress across school SDP interim evaluation. Internet Provision	Resources - bids to match priorities Internet Provision
PSHE	Planning scrutiny across school (coverage). Plan Sex education in to the curriculum SDP interim evaluation.		School parliament Plan Sex education in to the curriculum
SMSC	Planning scrutiny across school (coverage). Nurture Development	Tracking coverage across school Further examples of work collected. SDP interim evaluation Nurture Club to Start	Resources - bids linked to priorities Nurture club
Assessment	Review end of Autumn term assessments. Update SIMs. On-going Y6/Y2. Moderating KS 1 writing by LF. Tracking of progress across all groups and Foundation subjects. EYFS assessment	Moderation of writing to up skill staff Progress meetings. SDP interim evaluation.	Target setting/tracking: evaluation of targets set in Autumn term. New whole school target set. Progress meetings
Parental Involvement	Weekly newsletters sent home for all age ranges. Curriculum overview leaflet on website. Parental workshops and EYFS. Moodle,	Updates through newsletters. Questionnaires analysis to parents Y6 children informed of High school place. Parents Evening SDP interim evaluation.	Rec Intake 2019 informed of place in April. Easter Bingo.
Staff/SIP/SDP Self Eval	Review the strategic plan, and evaluate the school improvement priorities and action plans	SLT. Monitoring T and L. Perf Management review. SEF review	Budgeting Priorities from audits and self-evaluation. Planning and evaluation observations IE/SLT SCITT mentoring & interviews
Building & Grounds	Development of outside area. Heritage Lottery Grant Planning for internal work		Development of garden area Painting cycle begun.

				Planning for internal work
Safeguarding	Ensure all Safeguarding Files from previous academic Year have been passed on using new procedures. Improve practice of safeguarding/behaviour logs/website. Whole- Staff Safeguarding Training Review practice for recording and tracking safeguarding data. Review Safeguarding Policy	Whole-Staff safeguarding training.		Review for files. Introduce CPOMS
Workforce Planning	Review future staffing needs/skills audit. Review staff well-being practises. Check first-aid, hygiene, Paediatric		Review future staffing needs/skills audit.	
Premises and Resources	Review/improve policies for premises safety. Planning of new grounds maintenance program. Review/improve budget and resource planning. Review/improve role of site manager.	Planning for improvements in Y1/3 and Y3/4. Planning for the painting of Y5/6 Planning for electrics and heating improvements. Development of Treehouse in the wider curriculum.	Cycle of grounds maintenance established Review playground provision. ICT Hardware planning across school. Assess and review improvements in Y1/2 and Y3/4—further planning.	
ATG	Update list from pupil tracking data. AGT focus for Writing/Reading	Update lists from tracking data. AGT focus for Writing/Reading	Monitor progress of group Create AGT curriculum	Evaluation of progress and attainment of AGT PP and transition meetings to look at provision for next academic year.
Outdoor learning	Outdoor Learning Day - planning for activity for Spring Term Y1/2 Forest Schools Planning	Fresh for 15! Outdoor Learning Day Faith SLA Planning		Fresh for 15! Planning for Outdoor Learning Day for Spring Term
Innovations	Extra-Curricular Provision Planning Fresh for 15! ARTSMARK APPLICATION MONEY/BRITISH VALUES CURRICULUM CULTURES AND RELGION WEEK Faith SLA planning	LEARNING IN THE ENVIRONMENT Faith SLA Planning MONEY/BRITISH VALUES CURRICULUM CULTURES AND RELGION WEEK TREEHOUSE DEVELOPMENT—INTERVENTION/NURTURE LERANING IN THE ENVIRONMENT HERITAGE PROJECT-PLANNING NURTURE PROGRAM APPLCATION TREEHOUSE	EXTRA CURRICULAR—ART CLASSES ETC RIVINGTON TERRACED GARDENS. CULTURES AND RELGION WEEK Fresh for 15! DEVELOPMENT—PARENTS CURRICULUM USE OF WIDER PROVISION—SPORT NURTURE PROGRAM—	Fresh for 15!
Essential	Times tables. Handwriting	Information Technology. Application of Number	Improving own learning and performance. Application of Number	

Skills	Questioning to support reading and writing. AGT writing	Problem Solving AGT Writing	Problem Solving AGT Writing
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Staff and Planning Meetings **January to February 2019**

Monday 7th January

Staff Meeting

Diary dates and organisation.
Child Protection Update.
Spelling

Monday 14th January

Twilight

Subject Leadership/Middle Leadership
ILP's and Intervention

Monday 21st January

Staff Meeting

Reading phase focus - Comprehension etc. PLEASE BRING BOOKS.

Question prompts to support reading: RC to lead - looking at new material - question analysis.

Assessment overview of progress of cohorts (Autumn term review, monitor targeted groups/individuals/high/low achievers and children of concern). SA to lead.

SEN feedback (children of concern, update provision map). HW to lead.

Pupil Premium update.

Accelerated Reading Demo.

Monday 28th January

Twilight

Attachment Training All Staff

Monday 4th February

Staff Meeting

The immersive/Writing Phase - Scaffolding writing -
PLEASE BRING BOOKS

- What should this look like? Opportunities for short write. Grammar starters. Developing vocabulary. RC to model consistent approach.

Computing/MFL briefing

Monday 11th February

- Parents Evening
- Brief staff meeting during the week to go through the Environment Policy with Staff.

Staff and Planning Meetings
February/March to April 2019

Monday 25th February

Twilight

Confident Minds workshop/English Planning - Challenge

Monday 4th March

Staff Meeting

Foundation subject leaders - Science.

- SDP Evaluation - we will complete interim evaluations and cut and paste in new SDP from Autumn 2019
- Bids for each subject - we will complete with discussions about what we need for the curriculum/assessments.
- English briefing

Monday 11th March

Staff Meeting

- Nurture Development - Behaviour Policy refresher
- Lunchtimes/Playtimes
- ENGLISH BOOKS: The Reading Phase.
- Maths briefing.

Monday 18th March

Staff Meeting

- Feedback from courses from Spring 1 and 2 and other
- Foundation subject leader's feedback - Science and RE.
- Faith Week Planning
- (findings from SDP evaluation)
- ENGLISH BOOKS: The immersive and writing phase.
- History briefing.

Monday 25th March

Staff Meeting

IEP's review and setting targets

Bring English books - writing moderation.

Monday 1st April

Staff Meeting

SEND training

If you have other issues or ideas, please let me know so that we can slot them in - S. Annette

SLT Meetings Spring 2019

Wednesday 9th January

Organisation, updates and priorities arising for school improvement.
Look at and amend SLT agenda.

Wednesday 16th January

Arrange lesson observations for the term. Other?

Assessment overview: Whole school and for SEC meeting (26th Jan):
(MT to lead).

SEN and FSM. (Look at intervention groups and closing the gap between groups.

Wednesday 23rd January

SEC overview.

SEF overview . Update data from Autumn. Next steps

Wednesday 30th January

Book and planning file scrutiny: Maths

Wednesday 6th February

Complete book/file scrutiny.

Book and planning file scrutiny: English

Wednesday 13th February

Parent consultations

Pupil progress organisation for

Review current targets and discuss future targets for term in
preparation for next planning meeting

Wednesday 27th February

Overview evaluations/priorities from SDP. Overview of budget (SA)

Pupil Progress feedback: children of concern/AGT/high ability/low
ability/next steps

Wednesday 6th March

Appraisal review: Timetable and organisation

AOB

Wednesday 13th March

Appraisal review: Timetable and organisation

AOB

Wednesday 20th March

Supervision

Wednesday 27th April

SEF and School Development

Wednesday 3rd April
SEF and School Development

Middle-leaders/Classroom Actions

Spring 2019

Week beginning Monday 7th January

- Feedback to class teachers from maths book scrutiny with next steps

Week beginning Monday 14th January

- Parental involvement (newsletters/workshops etcetera)
- Website
- ILP's

Week beginning Monday 21st January

Subject Leaders update:

- Resources/initiatives
- Portfolios (collecting work etc)

Week beginning Monday 28th January

Subject Leaders update:

- Resources/initiatives
- Portfolios (collecting work etc)
- Writing Display for stairs

Week beginning Monday 4th February

- Thinking about SDP (interim evaluation WB 18th February)

Week beginning Monday 11th February

- Target Setting evaluation for Summer 2019.

Week beginning Monday 18th February

- Curriculum Targets for Spring 2019 (complete if needed)

- Appraisal Interim Reviews (starting Monday 11th March): Staff to record progress so far in time for meetings week after.

Week beginning Monday 25th February

- Parents Consultations

Week beginning Monday 4th March

- Curriculum Targets for Spring 2018 (complete if needed)

Week beginning Monday 11th March

- ASSESSMENT WEEK
- Start evaluation of term.
- Planning for Summer

Week beginning Monday 18th March

- Pupil progress prep and meetings
- Results for the tracker
- Planning for Summer

Week beginning Monday 25th March

- Pupil progress prep and meetings
- Results for the tracker
- Start evaluation of term.
- Planning for Summer

Week beginning Monday 1st April

- Easter preparation
- Planning for Summer

Assemblies Spring Term 1,

Monday: Theme is Forgiveness – the assemblies below are found on

www.assemblies.org.uk

07/01/2019	A New Start	
14/01/2019	Welcome Back!	
21/01/2019	Forgiveness	
28/01/2019	School Council	
04/02/2019	Let It Go!	

Tuesday: PLEASE DISPLAY IN CLASS

Class 'Thought for the Day' – See List.

Wednesday:

'Thought for the Week' -See quotes.

Thursday: PLEASE DISPLAY IN CLASS

'Manners for Life'

'Good manners will open doors that the best education cannot.'

Clarence Thomas

BY THURSDAY AM – CAN YOU HAVE FILLED IN WHO IS GOING TO WIN THE AWARD FOR EACH YEAR GROUP/WRITING AWARD FOR EACH YEAR GROUP and who will be awarded stickers.

Friday:

Family Get-Together – Parents Invited

Thoughts for the day - 2019

Tues.

1. I treat others the way I want them to treat me.
2. I am a good sport; I follow the rules, take turns and play fair.
3. It is okay to laugh at funny things, but not to laugh at others.
4. If I cannot say anything helpful, I do not say anything at all.
5. When I am sad, I help myself feel better by thinking of things that are good in my life.
6. To be a good friend I must act kindly.
7. I believe that I am someone who can do important things.
8. What I say and how I say it tells others the kind of person I am.
9. I appreciate my family, my teachers, and my school.
10. I treat everyone with respect.
11. When I listen, I show others that I care about them.
12. I am being a good citizen when I volunteer to help others.

13. I think for myself and make smart choices that are good for me.

14. Each day offers a new start to do my best.

15. I try to understand what my friends are feeling.

16. Everyone makes mistakes, so instead of getting angry or upset with myself, I try to do better.

17. I do not give up; I keep trying until I can do my work.

18. Sharing with others makes me feel good and makes them feel good too.

19. I work out my problems without hurting myself or others.

20. I am being polite when I wait for my turn and say please and thank you.

21. Share a smile! If I smile at people, they usually smile back.

22. I encourage my friends to do their best.

23. My values guide me to do what is right.

24. It is important to be honest and truthful at all times- even when it is not easy

25. When I am angry, I use self-control and do not hurt others with words or deeds

26. I am being creative when I dance, draw, paint or write a poem or story.
27. I say, "No!" to things that could hurt my body like tobacco and alcohol.
28. When I do what I say I will do, I am being responsible.
29. I am grateful for what I have, so I share with others.
30. I try to learn something new each day.
31. When things do not go my way, I stop and think of what I can do to make them better.
32. I do not make fun of other children because I don't know what their life is like.
33. I feel successful when I do my best.
34. Everyone has good and bad feelings.
35. I take care of myself by eating healthy food, exercising and getting enough rest.
36. I am being punctual when I am on time and do not keep people waiting.
37. When I cooperate with others, I get more done.
38. I follow the rules and try to make my school a better place.

39. It is good to get to know children who are different from me.

40. Since I tell the truth, my friends trust me.

41. I look for what is good in others.

42. I buy only what I need and I save my money.

43. When I use my time wisely, there is usually enough time to do what I want to do.

44. I think before I act; how I act affects how others treat me.

45. Using manners helps me keep my friends.

46. I have courage to stand up for children who are teased.

47. Before I do something, I ask myself, "Is it safe?"

48. I am me -- I do not try to be like someone else.

49. I care about living things on earth so I recycle and do not litter.

50. I plan ahead and think about what I want to do when I grow up.

Manners Curriculum

Week Focus

Key points

1. **How to say 'Please and Thank you'** Sentence starters: Please may I.../Thank you very much for... Use of could/would
2. **How to make eye contact when talking** - For talking to other children and adults
3. **Body language when talking to someone** For talking to other children and adults
4. **When to use excuse me** - how/when to interrupt. How to wait for a pause. How to stand when waiting How to use excuse me.
5. **How to use a knife and fork.** How to hold cutlery. How to use the knife and fork to cut food. What size to cut food into
6. **How to eat nicely.** Eating with your mouth closed. Throwing rubbish in the bin.
7. **How to disagree politely** Sentence starters: I can see how you think that but I think... I am afraid I disagree because...
8. **How to admit you are wrong** Body language/eye contact Sentence starter: I have made a mistake...
9. **How to say sorry** Body language/eye contact. Sentence starter: I am very sorry xxx for...
10. **How to shake hands and introduce yourself.** Body language/eye contact Sentence starter: Hello. My name is.... I am pleased to meet you.
11. **What to do when you see an adult in school (not when in line)** Good morning ... Holding door open Making space for adult to walk past.
12. **Greeting each other nicely** Good morning Hello How are you?
13. **How to politely form a line/queue** Body Language Excuse me.. Could I please... Would you mind stepping back please
14. **How to ask people to be quiet politely.** Could you please keep it down? Could you please be quiet, I'm finding it difficult to concentrate
15. **Respecting your own and other people's property**, especially school property How to pass books/pens appropriately to another person
16. **Good partner talk.** Body language. Eye Contact.Voice Level.
17. **Appropriate exclamations** Not 'oh my days!' Oh my goodness!
18. **What to do if you see someone who is upset.** How to comfort them Ask are you ok? Would you like to talk about what happened?
19. **How to share.** Don't grab, do not take things out of people's hands. Could I please borrow that now? Are you sure you have finished? Please/thank you.
20. **How to tidy up.** Calm manner, no talking, do not grab books and ensure people are finished first. Do not hide pens/books from those collecting items.
21. **How to behave on public transport.** Body Language Quiet Voices Respectful of the other people around you. Let elder people have a seat
22. **How to be helpful/help others.** Would you like some help? How can I help?

