



Going for Green

Rationale

Mill Hill Community Primary School has adopted the Assertive Mentoring system to ensure a clear, consistent approach to each individual child. It guarantees a regular, one to one dialogue between each child and their mentor.

We are focused on the three As –

'Achievement, Attendance and Attitude'

In every aspect of school life we strive for green!

Aims

- Consistent use of assessment for learning across the school, focused on formative assessments.
- A personalised curriculum which ensures relevant intervention.
- Raised standards for all
- Meaningful and regular dialogue with parents.
- Develop positive attitudes to learning by all pupils – creating a whole school learning culture.
- A streamlined system which incorporates parents evenings, target setting sheets, learning plans and SEN reviews.

Guidelines

Annual Target Setting

It is expected that the vast majority of our children will be working within their age related expectations. Therefore, by the end of the year they will be working within or be secure within their year group stages.

Children are assessed using year group stages which are broken down into six steps:

beginning
beginning +
working within
working within+
secure
secure plus

Mentor Meetings

Each term the teacher holds a meeting with every child in the allocated mentor meeting week. This is planned using Teaching Assistant cover and PPA time. The purpose of each meeting is to discuss the three As –Achievement (progress), Attendance and Attitude. A standard grading key to fill in the mentoring form is used by all teachers. Where a child is not making the expected progress then the appropriate interventions are planned, with the Inclusion Manager, to support that progress

The pupil profile is updated during each meeting and will be sent to parents. Parents are invited to two meetings a year which are held during the second week of the Autumn and Summer terms after the half term holiday. Invitations are sent to parents at least two weeks in advance to give them clear notice. Appointments will be completed on the online form.

Monitoring of Achievement (progress)

Children are formatively assessed continually by means of questioning, marking and feedback, challenges set and by the use of self and peer assessment. Progress is tracked using Target Tracker and reported to parents on the pupil profile following the mentor meetings.

Maths

Maths is formatively assessed over the year by classteachers, updated weekly on Target Tracker and reported to parents using the pupil profile sheet. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Writing

Writing, including SPAG, is formatively assessed over the year by classteachers, entered continuously onto Target Tracker and reported to parents using the pupil profile sheet. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Reading

Reading is formatively assessed over the year by classteachers, entered continuously onto Target Tracker and reported to parents using the pupil profile sheet. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Science

Science is formatively assessed over the year by classteachers, entered continuously onto Target Tracker and reported to parents using the pupil profile sheet. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Communication

The Criteria Assessment Sheet is completed on a termly basis using evidence from class work.

Marking and Feedback (refer to guidance)

The same colour coding red, amber and green are used when marking.

Weekly Big Maths Sessions

Every Monday morning children complete the Basic Skills checks in their year groups. The information gathered from this will inform teachers planning. Identified SEND children will work at their appropriate level, supported by Teaching Assistants. This support will be identified by the Inclusion Manager.

This one hour basic skills session enables children to be taught any areas of weakness then they complete a Basic Skills Check. The Basic Skills Checks are marked after the session and the errors identified for teaching. When carrying out the Basic Skills Check children can use any support to help them:

- Talking partners
- Adult support
- Use of criteria and generic prompt sheets
- Maths apparatus and other resources
- When children have completed the basic skills check encourage them to check their work. Then set them a challenge based on your teaching earlier in the session.

Spelling/Phonics/Key Words/Times Tables/Guided Reading

Spellings are taught and checked once a week in class.

Phonics are taught daily.

Teaching Assistants track the children's key words and times tables and test the children regularly. The children earn stickers for completing these.

Guided reading is taught at least 4 sessions every week, it consists of pre-read activities, reading excerpts of a class text which is linked to the topic, discussion, written comprehension questions and the skills of recall, opinion, deduction and inference.

Monitoring of Attitude

The areas of attendance, punctuality, behaviour - within and outside of the classroom, effort, homework completion and uniform are tracked and targets for improvement are set where necessary. We are keenly aware that attitude has profound implications for attainment and achievement. This system demonstrates that link and provides powerful evidence to children and parents. Regular attitude tracking provides an effective vehicle for challenging such attitudes and demonstrating their effects on performance. In turn this becomes a powerful motivator for children and has been shown to have a positive effect.

Rewards System, including Attendance

Our rewards system is based on our belief that praise and reward should have a great emphasis. Children will achieve more, be better motivated and behave better,

when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. It helps a child believe that he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. All staff are expected to work to this policy.

Star awards

Each class has a target on the classroom wall, the inner circle green, middle circle yellow and the outer circle red. It is mounted on a black rectangle and 6 different coloured stars which match to the badges are in the rectangle. Children know which colour star they are working towards that half-term.

Class teachers keep a class list with the number of weeks in the half term. At the end of each day teachers indicate which children are in the yellow and which in the red.

In our Star Assembly, each half term, the star will be awarded as follows:

Star badge – never out of the green circle

Yellow star sticker – often in the yellow

Nothing – in the red at least 3 times.

Class Points:

We award class points to encourage peer pressure and team work. They are in the form of coloured counters which children put in a jar in their classroom.

Blue = 1 point

Yellow = 5 points

Purple = 10 points

White = 50 points which are handed out by Headteachers for exceptional work

In the assembly on Monday the Headteacher awards each class the same number of points, at his discretion. He hands out the correct number of counters to each class who put them in their jar.

Throughout the week class points are awarded for lining up, moving around school well, good manners, good work, extra research, great answers, through marking, homework, etc.

The following Monday the Class of the Week is announced. Their photograph is pinned onto the display of drinks and biscuits. Children have a special break time that day.

Individual Recognition

We should recognise our children's good behaviour and work by sending them to the Headteacher for an award then by contacting parents. Each teacher should identify two or three children each day who need recognition for their behaviour or work and should talk to their parents about this at the end of the day either in person, by sending a certificate or by text.

Attendance

Children who are given red for their attendance will have an action plan for improvement which is agreed by the classteacher and parents.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. A 'no shouting' policy is in operation and therefore must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice ie. in order to re-establish control, to be heard on the playground etc.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion. These sanctions are on a continuum and should be used in this way:

- Use of normal strategies – polite but firm requests, warnings (not more than three). Consider repositioning, separating etc.
- Second reminder of the correct behaviour and what the consequences may be
- Removal of name to yellow section of class target.
- Time out – removal to a designated place within the classroom to prevent red
- Removal of name to red section of class target.
- One of the Headteachers will be involved (this should only be used where the incident is of a high severity eg. Aggressive Behaviour)

For any incident where time out has been given parents should be contacted that day by phone call by the classteacher.

Where the Headteacher is involved then a letter will be sent home informing parents of the incident.

Persistent poor behaviour will result in the child being put on report and a home/school report card issued.

If a child is deemed to be red at their half termly mentor meeting then a behaviour plan will be put into place. This will be done at a meeting between classroom staff, parents and the Learning Mentor at which any future support/intervention will be explored.

The Headteacher holds the right to exclude children either for a fixed term or on a permanent basis for serious incidents:

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher (or the Acting Headteacher in absence) has the power to exclude a child from school.

Following an exclusion a formal return to school interview will be held at 10.00am on that day involving the Headteacher (or Acting Headteacher), Classteacher, parents, child and Learning Mentor, in the Meeting Room, at which a behaviour plan will be drawn up to cover the return to school period.

Meaningful and Open Dialogue with Parents

The key to children making good progress is the regular and meaningful dialogue with parents. This is the responsibility of each classteacher and will take place in a number of ways:

Information Letters

Classteachers will send out an information letter to parents by the end of the first week of each term which gives details of topics to be covered, a timetable of weekly curriculum activities (importantly PE/Games) and ways in which parents can support their child's learning.

Parent Showcase Time

At least once each term each classteacher will invite parents into school to enable them to see the work that the children are doing. This could take the form of a coffee morning/afternoon, curriculum information, display of outcomes, class assembly (spring term).

Mentor Meetings

Parents will be invited two Mentor Meetings per per year. These may take place during the day or after school. Parents should be given at least two weeks' notice of their appointment. This meeting will allow parents to contribute to the completion of the pupil profile.

Pupil Profiles

Parents will be given a copy of each termly pupil profile to enable them to track their child's progress across the year.

Contact with Parents

Classteachers will ensure that parents are kept well informed about their child's behaviour in school in both positive and negative ways. These conversations are always best held face to face at the end of the school day or by telephone or text.

When our expectations regarding behaviour, attendance and PE kit are not met after two telephone call reminders then a face to face meeting will be organised by the classteacher.

Meetings with Parents

Where a child needs a behaviour plan or report card then meetings will be arranged with parents at the first opportunity to involve them in the development and monitoring of interventions. Other, appropriate members of the school staff should be involved in these meetings especially the Inclusion Manager and/or Learning Mentor.

Where the Headteacher has played a role with the child they should be invited to attend.