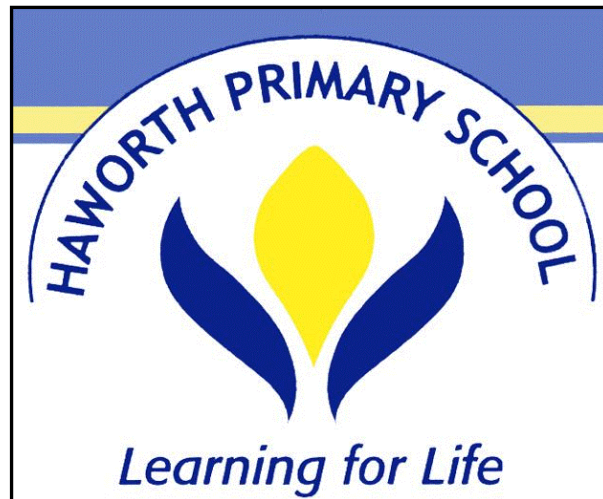


Haworth Primary School



Induction Policy and Procedures

Headteacher:

Date:

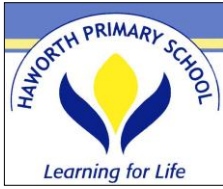
Chair of Governors:

Date:

Updated: January 2015

Review Date: January 2017

Written by Caron Stone



HAWORTH PRIMARY SCHOOL

Induction Policy and Procedures

Aims:

The Governing Body and Headteacher believe it is essential that all new staff, students and volunteers receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that they are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, which will facilitate the speedy inclusion of any new member of staff. This ensures that they can become an effective member of the whole staff team, working towards raising the standards of education for all of our children.

Procedures:

Our induction process will:

- Welcome new staff / students to the school and enable them to meet the Headteacher, Staff and children
- Give opportunities to ask questions about their role and/or the school
- Contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- Ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- Ensure all staff are clear of their responsibilities re safeguarding
- Ensure that all staff are valued and recognised as the school's most important asset.

The Programme

All new staff will be provided with a Staff Induction programme which will include information on safeguarding, child protection, health and safety, e-safety, the staff handbook, staff roles and responsibilities, first aid, SEND, the key School Development Plan priorities and the Behaviour Policy.

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and national standards for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and Governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Induction for Experienced Teaching Staff and Support Staff

The induction process will start as soon as the appointment has been confirmed. The Headteacher / Deputy Headteacher/Senior Administrator will meet the appointed person to complete a tour of school, in order to introduce them to the rest of the staff and the children. They will then go through a detailed induction form (See Appendix 1) and hand over relevant documentation. If appropriate, they will introduce the appointed person to their designated mentor.

The mentor will plan a series of meetings, before and after the appointed person takes up post, to identify possible training needs, introduce school policies and practices, and to respond to any queries and concerns. Any priorities for training will be passed onto the Headteacher.

All new staff will be directed to copies of school policies and will be given a copy of the school's staff handbook. They will be provided with an explanation of the school's performance management arrangements (see the school's Appraisal Policy) within which they will be expected to participate.

Induction for Newly Qualified Teachers (NQT)

In addition to the above, the school provides a programme of support, monitoring and assessment for Newly Qualified Teachers.

Each Newly Qualified Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

The induction tutor provides the Newly Qualified Teacher with day-to-day monitoring and support and must:

- provide guidance and effective support including coaching and mentoring for the NQT's professional development;
- carry out six reviews of progress during the induction period ;
- undertake a minimum of three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records;
- ensure that they are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where a Newly Qualified Teacher appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the LA and school, relevant to the induction process;
- being offered training provided by the LA on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;

Each NQT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This gives an additional 10% to the teaching and professional development time that other substantive teachers would expect in the school.

Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect. The NQT induction tutor will ensure that there are opportunities for the NQT to observe good practice, within school or in other local schools, during their professional development time.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan.

Induction for Volunteers, Faith Visitors, Students and Work Experience Students

Teacher Training / College Students and Work Experience Students

All students will be

- invited into school prior to their placement start date.
- asked to provide a written statement of assurance from their provider or, where appropriate, their current DBS number.
- given a tour of school and made aware of all relevant Health and Safety requirements
- asked to go through all aspects of the induction form (Appendix 2) with the Deputy Head or ITT Mentor.
- asked to sign the Safeguarding Briefing (Appendix 3) and the Acceptable Use Policy prior to starting any work in school.

Volunteers / Faith Visitors

All Volunteers will be

- invited to come in to school prior to starting any work in school.
- given a tour of school and made aware of all relevant Health and Safety requirements
- Asked to go through all aspects of the induction form with the Deputy Headteacher (See Appendix 2)
- asked to complete a relevant DBS form.
- asked to read and sign the Safeguarding Briefing (Appendix 3) and Acceptable Use Policy

Faith Visitors will also be given a separate document and receive guidance on the schools approach to prayers.

Induction for Supply staff

All Supply Staff will be:-

- Greeted by a member of the office staff and asked for their ID documentation
- Their photographic identity will be verified and they will be issued with the appropriate visitor badge.
- Given a tour of the key areas of school and shown to the classroom they will be working in
- Wherever possible, given a copy of the class teachers planning
- Given a copy of the school's Feedback and Marking Policy
- Given a copy of the quick induction guidance document which will detail the School day and expectations (Appendix 4)

Equal Opportunities

In accordance with Haworth Primary School Equality Policy, we seek to ensure that all staff, students and volunteers are aware of pupils needs. This is to ensure that they are able to achieve their best, according to their capabilities and regardless of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Inclusion

The school is committed to the following:

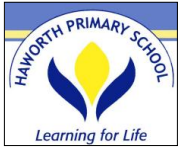
- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture, where every individual feels valued and aspires to succeed.

Dissemination of the policy:

- The Headteacher / Deputy Headteacher/Senior Administrator will ensure all contents of this policy are included during induction of all new staff.
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy.
- All staff, volunteers and visitors must be made aware that the policy is kept in the School Policy Files and that paper copies are available on request.
- The policy will be available on the school website.
- All school staff will be informed of this policy and be encouraged to support its implementation.

Policy Review :

- Ratified by Governors January 2015
- For review in January 2017



APPENDIX 1

Induction of New Entrant Staff

Permanent or Temporary

Name of Staff Member :

GENERAL INFORMATION	Initial and Date
PART 1	
TOUR OF SCHOOL - Location of : <ul style="list-style-type: none"> • Entrances/exits • Fire Exits and extinguishers • Classrooms • Toilets • Staffroom • Photocopier/Stationery 	
ENTRY SYSTEM /SECURITY <ul style="list-style-type: none"> • Security and identity – Key pad numbers & ID card with door fob • Fire Evacuation Procedures and Policy • Assembly point • Alarm Testing Procedures • Red Card System • Confidentiality – including confidentiality statement • Playtime & Lunchtime procedures • Beginning & End of day procedures • Car Parking 	
CLERICAL SUPPORT <ul style="list-style-type: none"> • Letters • Photocopying • Trip Organisation - procedures 	
HEALTH AND SAFETY <ul style="list-style-type: none"> • Personal responsibilities re safeguarding • Location of First Aid & Accident Book • First Aiders and facilities • Named Person and reporting procedures • Child Protection procedures • Missing Child Procedures • Identified pupils with medical needs/Child protection needs which can be shared • Location of risk assessments • Protocols with parent and other helpers • Behaviour systems 	
INTRODUCTION TO SENIOR MANAGEMENT	
Part 2	
SCHOOL VISION <ul style="list-style-type: none"> • School Priorities on the School Development Plan/SEF (where applicable) • Prospectus 	

<p>CIRCULATION OF INFORMATION</p> <ul style="list-style-type: none"> • Notice Boards • Pigeon holes • Annual Calendar/ Timetable • School Website • Diary Meeting/ Weekly Diary sheet 	
<p>ICT (with ICT Subject Leader)</p> <ul style="list-style-type: none"> • School log in • Laptops • School Network Tour – Staff Resources area • E-safety Policy and procedures • Acceptable Use Policy – to be signed • Introduction to Website 	
<p>STANDARDS EXPECTED OF STAFF</p>	
<p>Part 3</p>	
<p>Dress Code - Please observe the following points</p> <ul style="list-style-type: none"> • Code of Conduct Policy • No jeans, smart trousers are acceptable but not overtly fashion type trousers e.g. Combats/hipsters • Please avoid wearing short skirts, low cut tops, midriff revealing tops and any garments with unsuitable/suggestive logos, even on dressing down days. • Where possible, we request that tattoos are concealed. • We request that facial piercings other than earrings are removed, where possible. 	
<p>TRAINING DETAILS</p> <ul style="list-style-type: none"> • Staff Meetings • INSET Days and Directed Hours • Course Applications/CPD 	
<p>PERFORMANCE MANAGEMENT</p> <ul style="list-style-type: none"> • Pay Policy • Job Description • Performance Management Cycle 	
<p>SICK LEAVE</p> <ul style="list-style-type: none"> • Responsibilities for reporting absences including contact details for Head, Deputy and Senior Administrator • Effect on pay 	
<p>PERSONAL APPOINTMENTS</p> <ul style="list-style-type: none"> • Doctors • Dentist • Hospital • Other 	
<p>TELEPHONE CALLS</p> <ul style="list-style-type: none"> • How the system works • How to use it • Personal calls both incoming and outgoing • Use of mobile phones 	

<p>POLICIES</p> <ul style="list-style-type: none"> • Whole School & Subject Policy Files Location in Staffroom and on Website • Safeguarding Policy • Collective Worship Policy • SEND Policy/ SEND Local Offer • Behaviour Policy & Sanctions & rewards Procedures • Care & Control (Handling) Policy • Homework Policy and routines • Learning Feedback Policy • School Uniform Policy • Attendance & Lateness Policy & Procedures • Anti-Bullying Policy • Stress Risk Assessment & Procedures • Disciplinary Procedures for Staff • Complaints Policy for Staff • Complaints Policy for Parents 	
<p>CONDITION OF SERVICE HANDBOOK - Location</p>	
<p>ANY OTHER INFORMATION DISCUSSED AT INDUCTION</p> <ul style="list-style-type: none"> • Planning 	

PART 4 – TO BE COMPLETED BY NEW ENTRANT AND LINE MANAGER

I confirm that all the topics listed in parts 1 to 3 of the aide memoir have been covered a part of the induction process and I have received a copy of the staff handbook.

Signed New Entrant

Signed Team Leader

Date



APPENDIX 2

Haworth Primary School

Induction of Additional Adults in School

Name:

Purpose of role in school:

PART 1 TO INFORM – General Information	Initial and Date
<p>TOUR OF SCHOOL - Location of :</p> <ul style="list-style-type: none"> • Entrances/exits • Fire Escapes and extinguishers • Classrooms • Toilets • Staffroom – Tea and coffee money • Photocopier/Stationery • First Aid – Located by the office 	<p>Please refer to class teachers for photocopier codes if required.</p>
<p>ENTRY SYSTEM /SECURITY</p> <ul style="list-style-type: none"> • Security – Signing in procedures, DBS process • Fire Evacuation Procedures and Policy • Assembly point • Alarm Testing Procedures • Red card System • Confidentiality - Statement to be signed • Playtime & Lunchtime procedures – including timings • Beginning & End of day procedures – including timings 	
<p>HEALTH AND SAFETY</p> <ul style="list-style-type: none"> • Personal responsibilities • First Aiders and facilities • Location of accident books • Named Person and basic procedures – including Child Protection form 	
<p>INTRODUCTION TO STAFFING</p> <ul style="list-style-type: none"> • Introduction to Senior management • Introduction to link teachers 	
<p>SCHOOL VISION</p> <ul style="list-style-type: none"> • School Priorities on the School Development Plan/SEF (where applicable) 	
<p>ICT</p> <ul style="list-style-type: none"> • Computer log in (If appropriate) • Network Tour (If appropriate) • School Website (If appropriate) • Acceptable Use Policy - to be signed 	
<p>STANDARDS EXPECTED OF STAFF Part 3</p> <ul style="list-style-type: none"> • Code of Conduct Policy 	
<p>Dress Code - Please observe the following points</p> <ul style="list-style-type: none"> • No jeans, smart trousers are acceptable but not overtly fashion type trousers e.g. Combats/hipsters • Please avoid wearing short skirts, low cut tops, midriff revealing tops and any garments with unsuitable/suggestive logos, even on dressing down days. • Where possible, we request that tattoos are concealed. • We request that facial piercings other than earrings are removed, where possible. 	

<p>SICK LEAVE</p> <ul style="list-style-type: none"> Responsibilities on reporting absences (If appropriate to role) <i>Contact details for office, Head and Deputy to be passed on</i> 	
<p>PERSONAL APPOINTMENTS (Students only)</p> <ul style="list-style-type: none"> Doctors Dentist Hospital Other 	
<p>TELEPHONE CALLS</p> <ul style="list-style-type: none"> Use of mobile phones Personal calls both incoming and outgoing 	
<p>POLICIES (Students only)</p> <ul style="list-style-type: none"> Acceptable Use Policy to be signed and adhered to Whole School & Subject Policy Files Location Safeguarding Policy Collective Worship Policy SEN Policy Behaviour Policy – Sanctions, Rewards & Procedures Care & Control (Handling) Policy Homework Policy Learning Feedback Policy School Uniform Policy Attendance & Lateness Policy & Procedures Anti-Bullying Policy Risk assessments <p>All of the above are located in files in the staffroom and can be found on the school website.</p>	
<p>ANY OTHER INFORMATION DISCUSSED AT INDUCTION</p> <ul style="list-style-type: none"> 	

PART 4 – TO BE COMPLETED BY NEW ENTRANT AND A MEMBER OF STAFF

I confirm that all the topics listed in parts 1 to 3 of the aide memoir have been covered a part of the induction process.

Signed New Entrant

Signed Induction Leader

Date



APPENDIX 3

Safeguarding and Confidentiality Briefing for New Staff, Students, Volunteers and Service Providers

At Haworth Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Haworth Primary School. All adults have a responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Safeguarding & Child Protection

At Haworth Primary, all procedures and policies are in place to meet the OFSTED Safeguarding Framework and this can be read in the Safeguarding Policy. When a child protection issue is raised, the Headteacher, who is the Named Person, (or the Deputy Headteacher as Deputy Named Person) will follow the LEA guidelines and involve Social Care as required by law. If you have any Child protection concerns, they must be put in writing to the Headteacher, prior to any conversation, using the School Child Protection Concerns Form. This written evidence is essential for any communication with Social Care, parents etc. Please be aware that information on these forms must be completely factual and not involve any value judgements. It is also important to be aware that these forms will be read to Social Care, where a referral needs to be made and the information will be kept on record in accordance with current data protection legislation. The Deputy Head or class teacher will be able to support you in recording information on the school form, if you feel this is required.

Any allegation made against staff will be investigated by the Governors following the LEA guidelines 'Management of Allegations against Staff' or 'Management of Allegations Head' Policies.

Please find attached the form for reporting any concerns.

Confidentiality

Confidentiality relies on the ability of any member of staff to trust in the integrity of their colleagues. This also includes any volunteers or students who work within a school environment.

- Many issues arise in school and sometimes involve individual children or family circumstances or other sensitive matters. For example, a risk assessment relating to a child/family. It is expected that all such matters remain "In House" and are not discussed or mentioned elsewhere.
- If the Headteacher or member of staff needs to discuss an issue related to children or families, this information must be confidential. If you are approached to discuss any issues related to children, families or staff out of school, you must not divulge information but direct them to speak to the Headteacher.

January 2015



Safeguarding and Confidentiality Briefing for New Staff, Students, Volunteers and Service Providers

I confirm that I have received and read the Safeguarding and Confidentiality Briefing. I agree to adhere to all of the school policies and procedures and understand my responsibilities in relation to Safeguarding and confidentiality.

Name _____

Date _____

Role _____

Signed _____

Induction completed with _____ (Staff Member)



Child Protection Incident Reporting Form

Date:

Time:

Recorded by:

Child's Name:

Concern:

Reported to :

Date:

Outcomes /Action :



APPENDIX 4

Induction of Supply Teachers - Quick guide

On arrival you will be met by a member of the office staff who will show you to the room that you are working in and signpost the following to you:

PART 1 TO INFORM – GENERAL INFORMATION

The location of:

- Classroom you will be working in
- Children's entrance/exit
- The nearest fire escape and fire assembly points
- Toilets
- Staffroom
- Location of Key Stage Coordinator - to be contacted for any queries or to report any incidents
- First Aiders and Accident books

You will be informed of:

- Name of support assistant working with you
- Assembly times and any allocated hall / computer room times
- Any special events happening in school

Information to note:

- Wherever possible you will be given planning for the day from the class teacher, if this is not available the Key Stage Leader will support in organising a suitable programme of work.
- First Aid incidents to be sent to the office
- Fire Alarm Testing – 9.20am Mondays
- Children must be collected from the playground at the beginning of the day, and at the end of break and dinner times.
- Supply staff must go out onto the playground to see children out safely at the end of the day.
- If there has been an incident in the class during the day it is the Supply teacher's responsibility to report this to the parents and the Keys Stage Leader.
- Named person for Child Protection is the Headteacher or Deputy Head in her absence

PART 2 - INVESTORS IN PUPILS

As part of Investors in Pupils, each class has an induction policy for new members of staff which includes supply teachers.

PART 3 - STANDARDS EXPECTED OF STAFF

- Code of Conduct Policy
- Learning Feedback
- At the end of the day when Marking and Feedback has been completed, please bring your supply form to the office to be signed.



The School Day

- The school bell rings at 8.50am for Key Stage 2 and 8.55am for Reception and Key Stage 1.
- Nursery sessions are 8.45 – 11.45 and 12.30 – 3.30pm.
- Teachers collect classes from the playground.
- Each class has a support assistant and they will be able to show you which door the children will need to be collected from.
- Break times are as follows : -

<u>Morning</u>	
Reception / KS1 -	10:30 - 10:45
KS2 -	11.00 - 11:15
<u>Lunch</u>	
Reception / KS1 -	11.45 -12:45
KS2 -	12:15 - 1:15
<u>Afternoon</u>	
KS1 only	2.00 – 2.15 (All teachers to go outside)
<u>At the end of the day</u>	
Children are led to the playground by the class teacher.	
School finishes at 3.15pm for Reception and KS1 and 3.20pm for KS2.	

- Staff have a playground duty on a rota basis. This is displayed on the board in the staff room, please ask the teaching assistant to check if you will need to go out on duty. Support staff will support with lining up procedures at the end of break time.

Guidelines for completing registers and pupil absence/ lateness

Any problems/queries regarding attendance should be brought to the attention of the Headteacher.

- Registration will take place promptly at the start of the morning and afternoon sessions.
- Children should be clearly marked present, absent or late on the SIMS Pupil Registration form as follows:

Student Present [P] [A] Student Absent [P] [A] Student Late [P] [A] (Leave blank)

- The blue absence form in the register must be completed at registration on the first day of absence.
- The child's name should be recorded and a reason, if known, entered by the teacher. Where no reason is recorded, the Parental Involvement Worker will check telephone messages and contact parents to ascertain the reason for absence.
- All registers will be returned to the school office no later than 9.10 a.m. and 1.25 p.m.
- Dinner registers must be sent to the office no later than 9.10am.

Assemblies

Mon	Whole School 'Investors In Pupils' Assembly 2.45 pm in the hall	
Tues	KS1 Faith Assembly: 12.45 pm in the studio	KS2: In Class
Wed	KS1: In Class	KS2 Faith Assembly: 2.55pm in the hall
Thurs	KS1: 12.45 pm in the studio	KS2: 1.15 pm in the hall
Fri	KS1 Celebration of Achievement Assembly: 12.45 pm in the studio	
	KS2 Celebration of Achievement Assembly: 1.15 pm in the hall	

Behaviour - Sanctions and Rewards

Early Years – Reception

Children will normally move up and down zones but may move straight to Gold or Orange, should they display any of the behaviours listed in Behaviour Zone meanings.

Gold – Super Star

The child will receive a Super Star badge in assembly and a text sent home to parents. A gem will be placed on the child's name peg. When the child achieves 5 gem stones the peg will be placed in the 'Hall of Fame'. The child's parent will then be invited to the next termly Parents assembly to celebrate positive learning behaviour.

Silver – Role Model

The child will receive a silver certificate in assembly.

Green – Ready to Learn

The class will congratulate the child/ren at the end of the day.

Yellow - Think about it

Children moving onto yellow, will be carefully monitored to identify persistent low level disruptive/poor behaviour.

Orange – Time Out

Children moving onto Orange will spend 5 minutes in 'Time out' within the classroom the behaviour will be recorded in the 'Time Out Book'. The child will apologise for their behaviour to those involved.

Guidelines for using rewards effectively

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. Every child should have equal access to rewards.

- Rewards are more effective if they are given immediately
- We reward the behaviour every time it occurs, especially initially
- We only reward when the required behaviour has been demonstrated.
- Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that independent positive learning behaviour will soon become the norm'.

Guidelines for using sanctions effectively

- The child needs to know why they are in trouble and given the opportunity to make amends.
- The child needs to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the 'wrong choice'.

- Sanctions should be applied fairly, consistently and calmly and in a way that maintains self-respect and will not be used to humiliate.
- Sanctions to be used consistently.
- As far as possible sanctions to be given as soon after the behaviour as possible i.e. next lunchtime.
- De-escalation strategies should also be used with the children to promote a calm environment. Half termly trends will be monitored by SLT and where children are regularly moving to Orange; there will be a follow up with a member of SLT with the pupil. The child will then move onto the 'Transformers' programme.

At the end of the day staff will record children that have moved to Gold, Silver, Yellow and Orange on the weekly behaviour tracking sheet. This should be returned to Tracy Roe each Monday Morning to prepare certificates and monitor.

Rewards

- When a child collects 5 Gems on their peg, it should be returned to Tracy Roe, who will display it in the 'Hall of Fame'. The child will be given a new peg.

Year 1 to Year 6

Children will normally move up and down zones but may move straight to Gold or Red, should they display any of the behaviours listed in Behaviour Zone meanings.

Gold – Super Star

The child will receive a Gold Certificate in assembly and a text sent home to parents. A gem will be placed on the child's name peg and will earn 2 stamps on the child's reward card. When the child achieves 5 gem stones the peg will be placed in the 'Hall of Fame'. The child's parent will then be invited to the next termly Parents assembly to celebrate positive learning behaviour. Children will receive a half termly reward for being 'Gold'. This is for exceptional learning and or behaviour.

Silver – Role Model

The child will receive a silver certificate in assembly and will earn 1 stamp on the child's reward card.

Bronze – Good choices

The class will congratulate the child at the end of the day will earn 1 stamp on the child's reward card.

Green – Ready to Learn

The class will congratulate the child/ren at the end of the day.

Yellow - Think about it

Children moving onto yellow, will be carefully monitored to identify persistent low level disruptive/poor behaviour.

Orange – Time Out

Children moving onto Orange will spend 15 minutes in 'Time out' the behaviour will be recorded in the 'Time Out Book'. The child will apologise for their behaviour to those involved.

Red - Parent Contact

Children moving onto Red will spend their lunchtime in 'Time Out' the behaviour will be recorded in the 'Time Out Book'. The child will apologise for their behaviour to those involved. The child will take home a letter in order to inform parents of their behaviour citing whether this is their first second or third incident. The letters will be completed by Time Out Staff. Repeated Red Cards will result in a child being placed on a 'Behaviour report Card' and monitored until they become a 'Transformer' and in some instances may result in internal or fixed term exclusion.

Guidelines for using rewards effectively

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. Every child should have equal access to rewards.

- Rewards are more effective if they are given immediately
- We reward the behaviour every time it occurs, especially initially
- We only reward when the required behaviour has been demonstrated.
- Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that independent positive learning behaviour will soon become the norm'.

Guidelines for using sanctions effectively

- The child needs to know why they are in trouble and given the opportunity to make amends.
- The child needs to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the 'wrong choice'.
- Sanctions should be applied fairly, consistently and calmly and in a way that maintains self-respect and will not be used to humiliate.
- Sanctions to be used consistently.
- As far as possible sanctions to be given as soon after the behaviour as possible i.e. next lunchtime.
- De-escalation strategies should also be used with the children to promote a calm environment. Half termly trends will be monitored by SLT and where children are regularly moving to Orange; there will be a follow up with a member of SLT with the pupil. The child will then move onto the 'Transformers' programme.

At the end of the day staff will record children that have moved to Gold, Silver, Yellow, Orange and Red on the weekly behaviour tracking sheet. This should be returned to Tracy Roe each Monday Morning to prepare certificates and monitor.

Rewards

- When a child fills their Star Card, it should be returned to Tracy Roe and the child will then be invited to the next Friday Fun Session.
- When a child collects 5 Gems on their peg, it should be returned to Tracy Roe, who will display it in the 'Hall of Fame'. The child will be given a new peg and invited to the next half termly Reward Session.

Marking - Learning Feedback




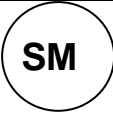





Marking and learning feedback should

1. Take place regularly and be easily understood by the children
2. Indicate success / achievement;
3. Indicate an action for improvement/next steps;
4. Give a challenge or question to extend their thinking or to clarify their understanding;
5. Provide time for the child to reflect on and respond to the feedback, by making the relevant improvements.
6. Check the child's improvement.
7. Inform future planning and target setting as an assessment tool

Guidelines for effective feedback

- The level of feedback will depend on the task i.e. a spelling test could be ticks and a score, but an extensive write will contain the majority of the features above.
- Feedback, whether verbal or written, should be given regularly and as soon after the completion of a piece of work as possible. Teachers will provide written feedback to at least one group of independent learners in English and maths per day. Teaching Assistants may also provide feedback to the children they are working with during the lesson.
- Written feedback on work will be given in a different coloured pen from that used by the child. This will ensure that peer or adult feedback can be clearly identified.
- Adult's writing should be neat and legible.
- Coloured highlighters must be used to identify achievement against targets and learning challenges: –
 - **'Groovy Green'** - Green should be used to highlight successful elements of the learning against the challenge/success criteria.
 - **'Think Pink'** - Pink should be used to highlight areas for further development against the challenge/success criteria.
- It is important that children have time to read, reflect and to act upon the feedback given (e.g. at the beginning of the next lesson, as feedback task time at the start of the day or during independent guided reading times, or for homework).
- It is important that comments contain praise and quality feedback, to inform the child of their achievement and what the next step is. It is also important to give verbal feedback after detailed marking, to maximise the benefit to the child.
- Correcting work: –
 - Crosses need to be used with sensitivity and an appropriate mark used if a child is inaccurate or unsure. Mathematical calculation errors should be circled or a question mark placed next to them, so that the child can re-attempt the calculation. However, if there is clearly a misconception, evidenced by a significant number of errors, do not circle all of them as this can be demoralising. The concept should be revisited at the earliest opportunity.
 - All Grammar, Punctuation and Spelling errors and presentation are not commented on in every piece of work. Feedback will be targeted against the learning challenge and other elements may be noted as a future teaching point. Corrections will be appropriate to the level that the child is working at e.g. spelling of words within the child's phonic phase.
- Work in Foundation and KS1 also needs to indicate the level of support given, and feedback will often be verbal. Some pieces of work will be annotated to show achievement.
- Children in KS1 are encouraged to respond to their work with learning faces (☹️😊).
- From Y2 to Y6, these learning faces should be accompanied by additional comments from the child, to reflect on their progress within the lesson.
- Teachers' comments will be initialled by children in KS2 and include a reply, as appropriate, to encourage a shared dialogue and involvement.
- Staff will acknowledge the children's self / peer assessment by placing their initials or a comment next to their learning faces. The comment may reflect whether they feel that the child has not accurately gauged their own / peer's achievement / understanding.
- All feedback should avoid using the words "Remember to...", as this is not helpful to the child.
- All feedback must be relevant to the age and level of the child and should use vocabulary and expressions that the child will understand.
- For peer assessment, the same concept of identifying strengths and those to be developed should be used. This may be done orally, or children may add comments such as 'This is good because....' or 'It would be even better if....'
- See next page for the list of key Learning Feedback codes.

School Learning Feedback Codes

Symbol	Function
	I have read this work / recognition mark (crosses used sparingly with sensitivity)
	Adults to draw/stamp the step icon in the margin to show where they have made amendments to work (KS2). To indicate the children's next steps.
-	Punctuation – missing or inaccurate full stop / question mark etc, inaccurate upper / lower case letter. Underline in purple. Calculation error (KS2).
•	Calculation error (KS1).
^	Omission – a letter or word omitted from the text.
?	Explain more clearly –word does not make sense.
/	A new line needed or a space bar in word processing.
//	A new paragraph needed.
Initials	Adults to initial work if not the class teacher. Children to initial any adult's comment and respond as appropriate to age and task.
[]	Improvement –Child to improve a section at the end.
sp	Incorrect spelling or word written incorrectly. Correct spelling in margin or written above the incorrectly spelt word.
	Find the error on this line.
	Self - marking by child,
	Peer Marking
	Verbal feedback from an adult with initials.
Feedback to include the children's self -evaluation at the end of a piece of work, through learning faces and their own written comments (Year 2 – Year 6) as appropriate to the task. Key Stage 2 Children to articulate their learning next to the smiley face.	
	I understood this I found this hard.
	I mostly understood this – it was okay.
	I found this difficult.