

# Our School Values and Expectations

## Before school

- Review classroom layout from previous day.

This includes groupings seating plan and any lesson disturbances that require amending before lessons begin

- Amend seating plans accordingly
- Morning spelling books out, pencils sharpened ready, morning maths books out. Spelling lists provided on tables and displayed on IWB. Name cards to show seating arrangements.
- Lesson resources prepared, copied and differentiated ready on tables
- Learning environment organised to enable successful learning
- Visual timetable for day displayed
- Room prepared and de-cluttered
- Music or IWB resources open/ready
- Any transitions between lessons planned.

## Entry into school

- Children greeted individually and warmly by teacher at the door. Additional adult/s supporting learning
- Praise used to children settling into learning
- Praise is used to value personal organisation of resources (e.g. coats and bags)
- Praise used for values being shown by children
- Minimize lengthy discussions with parents, any appropriate concerns needing a lengthy discussion or meeting arrange for the end of the day, to call, seek assistance of SLT if serious
- Children expected to sit quietly and complete morning learning, ensure no swinging on chairs or sitting on tables for safety.

- Reference positively the planned learning for the day before register 08:55 Register children swiftly using SIMS online and with specific routine that is sacred to class.
- Reference value of good attendance and aims to win weekly challenge and everyone to be in school on time ready for learning
- Encourage children to read and check visual timetable
- Continuously use praise and reference school values/positive learning behaviours displayed by children during registration
- Ensure packed lunch list is updated system complete and two monitors take lunchboxes to the trolley for the class
- Check no trainers are being worn in class and uniform is worn/ hooded tops/tracksuit tops removed to cloakroom, flag up reminders to parents

## Registration

## Assemblies

- Set the intention that everyone will walk into the hall through school silently and promptly to be in assembly on time
- Reference the school value of the month to remind children
- Use class agreed format for lining up e.g. names, alphabetical, table by table using 1,2,3 signal, birthday months...
- Continuously use praise and reference those who do this smartly and silently
- Insist front line leader holds the door for everyone, praise those who thank them
- Insist end of line leader, switches of class lights and checks and scans line
- Ensure line is held up **adults walking backwards and reminders/checked to reinforce expectation of silence**

## Transition to playground and back inside

- Verbally remind children of school rules and values of month
- Verbally remind children of class behaviour expectations at playtimes/lunch
- Use class agreed format for getting coats/shoes on e.g. names, alphabetical, table by table using 1,2,3 signal, birthday months...
- Continuously use praise and reference those who do this smartly and silently
- Insist children stand behind chairs to demonstrate they are ready
- Use class agreed system for dismissing onto playground, remind children to walk out quietly
- Give personal reminders to children about playtime plans who have individual BESD plans
- State intention at end of play that children facing adults and silent will enter class
- Praise those who show independence/self organisation e.g. coats, shoes away and learning ready

- Lesson resources prepared, copied and differentiated ready on tables – KS2 monitors to help set up
- Learning environment organised to enable successful learning
- Teacher to be prompt to open door and greet children back into class 1-1
- Continuously use praise and reference school values/positive learning behaviours displayed by children
- Check no trainers are being worn in class and uniform is worn/ hooded tops removed to cloakroom
- Children to enter and go straight to learning activity to calm
- Praise behaviours observed and use a role models

## Transition inside after lunchtime

- Use class agreed format for lining up
- Leading out of class only when all children are silent
- Encourage children to read and check visual timetable
- Continuously use praise for children displaying good behaviours meeting corridor rules e.g. holding door open for others, walking in silence, thanking others
- Adults walk backwards stop and scan to ensure line is silent, line leaders chosen specifically to model expected behaviours
- If needed class go back and practice
- At breaks/lunch **all adults** to remind children to walk and follow rules and remind children to go back and walk if needed with a 'thank you' to reinforce expectations

## Transition around school