



'Let your light shine' Matthew 5:16

We are a nurturing, inclusive, learning community that celebrates all, through a journey of exploration, engagement and enrichment, enabling everyone to build resilience, flourish and grow together in God's love.

The Barby Way

Behaviour Expectations: (Behaviour for learning)

- Children will be able to articulate the school value for the term.
- Children will move quietly around school and on entry & exit to Worship.
- Children will be able to talk about their learning when asked by an adult.
- The 3 strikes will be consistent in all classes – pick your battles & use your judgement.
- Always walk in school.
- Open and hold doors for others - wait for adults to walk through a door first.
- If you see something on the floor, pick it up and put it away/hang it up.
- Children will sit on their chairs appropriately in the classroom and actively listen to adults and peers.
- Children will have the appropriate resources needed for learning.
- Good behaviour, manners and learning are rewarded with house points which go towards the half termly reward.
- Behaviour Blueprint
- Behaviours should be logged on My Concern

Classroom Talk:

- When others are talking in class, children will show they are focused and listening.
- Children will be aware of their talk partners and will engage in discussions when asked.
- Sentence stems will be provided when appropriate as scaffolds to promote oracy.
- Classroom talk should be clearly modelled.
- There will be opportunities for all children to share ideas during inputs through Think Pair Share, choral reading and cold calling.

Manners

Manners are important 100% of the time, whether in school or on trips

- Always say 'please' and 'thank you'.
- Ask using the correct language, for instance "Please may I go to the toilet?" or "Would you mind helping me with my work?".
- Say "excuse me" if you need to interrupt someone or if someone is in your way.
- Be patient.
- Say hello to others and smile when greeted.

Environment Expectations:

At Barby CE Primary we aim for a high quality learning environment, reflecting the high expectations of all in the school. Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence and building self-esteem across the entire primary age range.

Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our school. We also aim to create a 'language rich' and 'mathematically rich' learning environment.

Classroom Organisation:

- Books and resources should be well organised, clearly labelled, using the Barby template, and accessible to children.
- Children should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- Books and resources needed in lessons should be ready on the tables at the start of the session, to avoid wasting time and ensure good pace within a lesson.
- All areas should be kept tidy and free from clutter, piles of paper or books, random pieces of equipment – we should be role models for our pupils.
- Window ledges should be kept clear of resources, and display, to allow maximum natural light into rooms.
- All adults using the classroom need to have their own place for resources and filing.

Displays:

Displays celebrating learning in each classroom should:

- Have a clear mounted title;
- Include finished children's work, mounted & clearly named, that is the best that an individual can achieve; it should be largely free from errors.

The following MUST displayed in each classroom

- Behaviour Prompts, Expectations & Reward charts;
- Fire Procedures;
- Phonics Sounds – Little Wandle phonic charts
- Handwriting Letter Prompts;
- A faith space: School Prayer; Lord's Prayer; Lunchtime Prayer, explicit values and the school vision
- Number-lines & Number Squares – to be used and written on!
- History timelines displayed in classrooms that include previous year groups projects
- A Maths Working Wall – with key vocab for the learning, good examples, clear strategies (appropriately sized to ensure that all pupils can access it).
- An English Working Wall – as above
- Understanding Christianity frieze & RE display
- Blooms taxonomy question prompts
- Wellbeing prompts and regulation stations (a calm space) accessible for all children.
- Recognition Boards

Working walls are key for facilitating learning and are a central aspect of our Learning Environment. The Maths and English working walls should consist of:

- A high quality model of the success steps of the current learning ensuring that pupils have a visual working resource to support and extend their learning;
- Children's work illustrating success in achieving the learning objective / success steps. (In EYFS / KS1 photographs should also be used.)
- Writing displays should include: non-negotiables for every write, genre feature toolkit, text map if used, class box up & model write.
- In Maths, the working wall should reflect the CPA approach (Concrete, Pictorial, Abstract).
- KIRFs should be displayed and referred to when teaching.

Book Expectations:

- Labelled with the Barby template
- Covers to be kept clean – no writing or drawing
- Written date on first small line in English Books / Numerate date (19.4.22) in Maths, underlined with a ruler in PENCIL
- Learning Objectives stuck into books neatly and level (no paper sticking out of the books) and with the corners not folded up
- KS2 should write in black ink for all written work, and pencil in maths. NO BIRO.
- Y5/6 folded page in maths, work in columns
- Handwriting must be legible, well formed, and joined from summer Y2 upwards. Presentation should be tidy. This is applicable to all written work.
- A new page should be started for a new day
- Front covers shouldn't be bent back.
- Marking policy sheet stuck in books
- Sheets should not be sticking out – all sheets must be neatly trimmed
- Knowledge organisers display at the beginning of each new topic for History, Geography, Science & RE
- Title page displayed at the start of the writing book detailing the unit ahead (school template)
- Pre tasks (blue) and post tasks (pink) should be on different coloured paper and at the start and end of each unit of work in Maths, English, Science, History/Geography

In addition, a logical, developmental learning journey must be seen in all books

In Maths, children must write their numbers in the squares and must leave clear space between calculations.

Non-negotiables in all books every single time are:

KS1

- Underlining date with a ruler
- Writing on the line
- Spaces between words
- Full stops
- Capital letters
- Numbers & letters the correct way round & formed accurately.
- Spelling of key words correctly – self corrected using letters and sounds charts/key word charts
- One line through mistakes
- Corrections to be done in purple pen.

- **Neat teacher** writing in all books – you’re the model for spelling & handwriting.

KS2

- Underlining date with a ruler
 - Joined neat writing – NOT BIRO
 - Spelling of all KS1 words accurately (not whith/ thier/ whent etc)
 - Full stops
 - Capital Letters
 - Paragraphs
 - Start by the margin
 - One line through mistakes
 - All lines to be marked using a ruler
 - Corrections to be done in purple pen.
 - **Neat teacher** writing in all books – you’re the model for spelling & handwriting.
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- **Marking Expectations:**
 - Work is marked in all areas of the curriculum. This is a ‘marking live in the lesson’ with green pen.
 - The best marking is completed with the children.
 - Marking must improve learning, and must link to the LO.
 - Pupils should respond to any feedback using purple pen instead of pencil/blue pen
 - Codes should be used when marking in conjunction with the marking policy and sheets explaining the codes should be stuck on the inside front cover of all books.
 - All teacher marking should be carried out in green pen.
 - Children should edit their own written work using purple pen.
 - Particular emphasis must be placed on the marking of punctuation and spelling even if this is not the LO. Spellings that are in the children’s repertoire should be identified by the teacher, and corrected under the piece of work.
 - In KS1 and FS, where verbal feedback has been given regarding written pieces, this needs to be noted on the piece of work.
 - Where resources/manipulatives have been used and the code recorded in their books, a note should be made next to these detailing the resource/manipulative.
 - For extended writes, work should be highlighted where the child has been successful.
 - Pre and post assessments in maths should be marked on the sheets.