

6: NON NEGOTIABLES

A Junior school example of non-negotiables – our expectations

Appendix A	<p>To fully adopt the School Teaching and Learning Policy where the standards and indicators are clearly evidenced.</p> <p>Non-negotiables of Learning</p>
	<p>Ensure that every child makes progress during the lesson and over time. Be set in a meaningful context in order to engage children and ensure learning is purposeful.</p> <p>Have clear learning objectives written in child friendly language which are shared verbally and in writing.</p> <p>Have clear process success criteria (adult or child generated) linked to the learning objective which indicate in child friendly language how every child will know they have achieved success within a lesson or a unit of learning.</p> <p>Have a plenary during the session which draws learning together, deals with misconceptions and extends thinking and a reflection of learning and progress at the end.</p> <p>Be differentiated to meet the needs of every individual and group through challenge and support.</p> <p>Provide an opportunity for children to assess their own understanding against the success criteria.</p> <p>Explicitly introduce the required technical vocabulary and the use of this will be modelled throughout the lesson.</p> <p>Be fully inclusive by taking concerted action to promote equality of opportunity which results in significant improvement in the performance of all groups.</p> <p>Take account of any safeguarding issues</p>
Learning environment	<p>Every classroom will have a working wall for reading, writing and mathematics which illustrate the learning journey (process and documentation).</p> <p>The learning area will be tidy with required resources clearly accessible.</p>
Learning behaviour	<p>The agreed Assertive Discipline Behaviour Policy will be employed by all adults, so that there is no off task behaviour and a positive climate for learning. E.g. No use of hostility, sarcasm, pleading, mass punishment. Deal with any low level disruption immediately!</p> <p>Challenge pupil misbehaviour and poor conduct in a positive manner.</p>
Assessment	<p>The school marking and feedback policy is consistently applied (For all children and by all adults on a daily basis) with all independent work marked developmentally. Assessment is made in respect of the agreed success criteria by adults (APP) and pupils (Learning Journals).</p> <p>Pupils are clear what a good piece of work will contain and look like (WAGOLL) and are given time to evaluate their work.</p>

Use of adults	<p>Teaching assistants are clear of their role and accountabilities within the lesson and how to fulfil this role (Planning to TA at least 24 hours before)</p> <p>Teaching assistants are well positioned, equipped with skills, knowledge and attitudes required and can move the focussed pupils forward in their learning.</p>
Timing	<p>The lesson starts promptly on time with all resources in place (No extra or missing resources should be sent for during the lesson, TAs should not be sent to the stock cupboard or to photocopy etc). Teachers should be with children when the bell rings (Not in the staffroom when the bell rings).</p>
Planning	<p>Medium and short term plans need to take account of:</p> <p>The learning objective for the learning or unit of work (What skills or knowledge will the children learn?)</p> <p>The success criteria (What will the children need to demonstrate to know they have been successful in their learning?)</p> <p>The context for the learning (How is the learning purposeful both now and in the future?)</p> <p>A key question (or possibly more than one)</p> <p>Technical vocabulary to be introduced or revised - this needs to be displayed during the lesson.</p> <p>Differentiation with names of children and groups – linked to the learning journey and to indicate different starting points.</p> <p>National curriculum levels being addressed</p> <p>Use of other adults – how will the adults accelerate the learning for individuals and groups?</p> <p>Activities (brief)</p> <p>Resources (only if there is something additional to usual classroom resources)</p> <p>Focus for the plenary – How will misconceptions be dealt with? What challenge will be set? Is there an assessment opportunity? Exit cards?</p> <p>Opportunities for assessment and feedback - AFL (Assessment for Learning) – self assessment, peer assessment, adult assessment.</p> <p>Specific opportunities for whole school focus areas e.g. pupil premium, able.</p>

Appendix B	<p>To fully adopt the School Teaching and Learning Policy where the standards and indicators are clearly evidenced. (See Policy)</p> <p>Non-negotiables of the learning environment</p>
Whole learning environment	<p>All learning environments, including coat pegs, window sills, wet areas will be kept clean and tidy at all times – including during lessons. Glass windows should be free of everything (Both internal and external). The floor should be clear of pencils etc at all times. The litter bin should not be at the entrance of the classroom.</p> <p>All classrooms should be well ventilated at all times windows should be fully open at break times to purge the air.</p> <p>Tea and coffee cups should not be taken to classrooms.</p>

	<p>All classes/set rooms will have a working wall for reading, writing and mathematics. Thematic book corners will contain high quality texts which will be changed at least half termly, also examples of book reviews.</p> <p>Every class will have access to a themed, vibrant, purposeful role play area/break out area with children's ideas and work incorporated.</p> <p>Every class should have the T&L classroom management and organisation policy in place (items on the desks etc)</p> <p>Class house points will be displayed.</p> <p>The class code of conduct will be displayed as Behaviour Street.</p>
Behaviour for learning	See school policy
Management Board	<p>Groups for English and mathematics to be displayed</p> <p>Short and medium term planning to be displayed – pupil targets</p>
Targets	<p>Kept up to date in Home School diaries</p> <p>Displayed and or in Learning Journals/exercise books?</p>
Working wall for mathematics	<p>The mathematics working wall will have a title indicating the current unit of learning written in child friendly language.</p> <p>A progression of skills to be taught on the bottom of the working wall -children's names indicating where they are on the journey.</p> <p>Independent tasks linked to each stage of the learning journey displayed at appropriate points.</p> <p>The technical mathematics vocabulary will be displayed down the side of the board so that it can be taken off and used during lessons</p> <p>High quality examples of work which model the skills should be tidily displayed on the board - what a good one looks like (WAGOLL)</p> <p>Additional opportunities for challenge will be displayed in green</p>
Working wall for English	<p>The English working wall will have a title indicating the current unit of learning written in child friendly language</p> <p>The learning journey will be shown along the bottom of the working wall – possibly linked to the class text. Children's names will be on the board to show where they are on the learning journey and the skills they have developed.</p> <p>Independent tasks for each stage of the learning journey will be displayed under the stages</p> <p>Technical vocabulary for the unit is to be displayed down the side of the board so that it can be taken off and used during lessons</p> <p>High quality examples of work which model the skills should be tidily displayed on the board - what a good one looks like (WAGOLL)</p> <p>Additional opportunities for challenge will be displayed in green</p>
Working wall for science	The four key ideas for the unit will be displayed on four coloured papers – there will always be something in each section

Could be in the corridor?	The theme will be clearly displayed in the middle of the board Technical vocabulary accessible to the children will be displayed down one side of the board
Corridor displays	To be of a very high quality. See display policy. (Use of artefacts, neutral, natural etc) <ol style="list-style-type: none"> 1. Celebrating the outcomes of learning especially from themed cross-curricular learning. (All pupils' art DT etc) 2. To have 'Wonderful writers' displayed and changed each half term providing the best annotated and marked exemplars (Correct cursive handwriting etc See Writing Policy).(Especially most able) 3. To have 'Amazing mathematics' displays in each year group area. (Especially most able) 4. Avoid the use of word processing/laminated/commercial posters etc. Be proactive in using teachers' own handwriting correctly modelling the school cursive style. The age/year group/pupil names/levels (where applicable)/target/context to be clearly indicated.
Success string	Every class will have a success string for high quality independent learning to be displayed/natural wooden pegs/wooden hangers. Good practice might be to have a photo of each child with a treasury tag waiting for their outstanding work
Organisation of resources	All classes to have pens/ pencils/ rulers in pots – one for each table Children's own pencil cases to be centrally stored in a box (not in drawers) Magazine holders for children's exercise books organised by subject and group All classes to have: an unfinished work tray, a homework tray or box, marking tray(s) – (red/amber/green), best paper drawer, wet play paper drawer, scissors, calculators, mathematics equipment, number lines drawer

Appendix C	Non-negotiable of the presentation of learning
Personal Presentation	All children will be expected to wear uniform during learning times in accordance with the uniform policy Staff will wear professional, neat tidy clothes; Staff will challenge any aspect of pupils' uniform and put the appropriate note in the home school diary. See school policy re pupil mobile phones and personal ipads.
Storage of equipment	All equipment will be stored tidily and labelled in a child friendly manner Lunchboxes will be stored tidily in one or more boxes Surfaces to be left clear and uncluttered, including the sink areas
Storage of books	English, handwriting, science and mathematics books will be stored in group sets in magazine files

	<p>Sketch books will be stored flat</p> <p>Theme books will be stored flat</p> <p>Reading books will be kept in book bags in Years 3, 4 and 5. in individual trays in Y6</p>
Presentation in books	<p>All books will have the pupil's full name, class and subject neatly handwritten by the child in the top right hand corner (Following by the child having shown that they can write it in the school hand writing cursive style and with the correct use of upper and lower case letters)</p> <p>All work will be dated (initialled by the teacher at the end of marking, especially supply or change of set teacher.</p> <p>Work will be marked in line with the marking and assessment policy</p> <p>Writing books will have scaffolded (focus task) learning and independent tasks chronologically through the book</p> <p>Mathematics books will have scaffolded (focus task) learning and independent tasks chronologically through the book</p>
Themed Project books/home folders	<p>Themed work will be presented to a high standard and adopt the exact same standards of marking and presentation.</p> <p>Work will be mounted into the book neatly, cut to size parallel etc.</p> <p>If projects are completed at home this should be made clear and kept separate for monitoring purposes.</p>
Independent learning	<p>Independent learning will always be undertaken with consideration to bronze, silver, gold awards/Prize assembly and house points.</p> <p><i>(Independent learning tasks will have a grid to show how the child will challenge themselves, learning dimensions which may be relevant and a space for evaluation to be confirmed)</i></p>
Homework	<p>Children's homework will be completed in a homework book unless this is an inappropriate medium</p> <p>Homework challenges will always have a display opportunity and other classes and parents/carers will be invited</p>
Sharing learning with parents/carers	<p>Themed Project books will be shared with parents/carers</p> <p>Theme/Project books will be displayed the following half term</p> <p>Outcomes of at least two themes/projects a year for each class will be shared with parents/carers</p> <p><i>(Annual reports sent out in the spring term will provide an opportunity for parents and children to comment on their learning, provisional idea)</i></p>

Eileen Bissell, Headteacher

PRIMARY SCHOOL

English- Non- negotiable elements.	
This table is to outline how English must look at Primary School as agreed by all staff.	
Big Write- Extended writing- model 1	This is to take place every Thursday. The children will be given a stimulus for writing and will be expected to write for up to an hour depending upon age range up to be taught (KS1 30 minutes -1 hour). Teachers should create a calm environment through playing music or using different lighting such as electric candles or fairy lights. Children should write to show their targets being used independently. Teachers should mark this work and refer to targets to inform planning and next steps for learning.
Extended writing	Children produce a longer piece of writing over a period of time where they are given teaching input and have time to edit and improve this work. This should be marked through focussed group marking referring to Learning Intention and next steps for learning.
Spelling- word families and word lists	Teachers to introduce new words each week following suggested word lists in new curriculum or phonic focus. These words should be introduced so that the children can see a pattern or work out ways of remembering the word using mnemonics for example. They should also be made aware of meanings through dictionary work and finding the words in books so that they understand the words and how they are used in the correct context. Activities like this can take place in Guided reading and English lessons. All children will take a spelling list home to learn each week. A spelling check will take place each week and children will be encouraged to spell and use those words correctly in their writing. The spelling check could be a word list check or dictation of sentences including target words to reinforce meaning.
Spelling- Key words	Key words will be given out in lists to learn at home and these will be checked before a new list is given.
Handwriting	Handwriting will take place each day. The school uses Pen Pals so this must be followed in all year groups. Pen Pals includes interactive resources and text books to help demonstrate letter formation. It is essential that the children are shown the correct formation and watched closely to ensure accuracy. They should also be supported to develop an efficient pencil grip.
Guided Reading	Guided Reading will take place every day so that each group will read at least twice a week. The groups should be no more than six pupils to enable each child to have their own book. Children should have a guided reading book at instructional level which is one level above that of their home reader. Teachers should set reading targets for that group which should be included in planning until achieved when a new target will be set. Children working independently should be working on activities related to their current book, dictionary activities or putting current spellings into sentences. The children will work in Guided Reading workbooks. Teachers should not spend hours preparing independent activities but set up a series of generic activities. Evidence of how the children have worked during guided reading should be recorded. A class tracker should

	be kept to show progress through the book bands.
Classwork	When children are working in English they will write the full date and this should be underlined. They will then leave a line and then children will write the Learning Intention and underline it. They must then leave another line before they start to write. (KS1- Year 2 to write learning intention by Autumn 2). Note- if the previous day's work has not filled a page then it should be ruled off and the next piece of work can begin. Targets will be places in books and these will be generated by 'Target Tracker' in September
Literacy Working Walls	These should be in a prominent position in the classroom so that the children can see it and use it. The working wall should include- Learning Intentions, Success Criteria, evidence of group discussion work such as post its or ideas, examples of children's work, what a good piece of work should look like, words to include in their work and questions. They must be changed as the genre changes and should be a true reflection of what learning is taking place that week/day. Children should be encouraged to use the working wall to support them with their learning.
Phonics	In EYFS and KS1 phonics should be taught daily and should be differentiated to meet the needs of the children. Planning and teaching using Letters and Sounds and Bug Club interactive resources. The lessons must have pace and be a combination of practical work/games and some recording. White boards can be used but in Y2 work books can also be used to record sentences. Some phonic activities can take place on the carpet such as games and word reading activities. If the children are writing the children could then be at their tables. In KS2 phonics should be taught as required for those children who are not secure with all phases.
SPAG	In KS2 this will be taught daily and the New Curriculum statutory guidelines must be followed. In KS1 SPAG to be taught following statutory guidelines as both year one and two will be required to complete a test.
Library	All children will be able to have access to the Library and/or library books and must be allowed to take home at least three library books each week.
Class readers	Every classroom should have a well - resourced book area that is vibrant and inviting to look at. It should contain books that interest your children and reflect current areas of learning and writing genres. This area could be used as one of your guided reading independent activities each week.
Sharing a book	It is vital that children are read to and in KS2 teachers should choose a series of class novels for the year that reflect writing genres to be taught. In EYFS and KS1 it is recommended that the children listen to at least 3 short stories a day. Books read to the children should include Non-Fiction texts. Teachers may use the carpet to tell short stories but must ensure the children do not remain there for too long.
Homework	English homework will be given out on Thursday and handed in the following Thursday. It will be in the form of a grid that will be stuck into the front cover of the English homework

	<p>book. The activities will be differentiated by outcome and the children will be able to choose which activity to do. The teacher will be responsible for marking this work and ensure that the children are choosing a breadth of activities.</p> <p>All children will also be expected to learn spellings each week and read their home reading book.</p>
Home -reading	<p>Every child will have a reading book that allows them to read independently with 95%-100% accuracy. Teachers will develop a system for changing books so that the children know where to put their books if it needs changing. They will be reminded to place their reading record book with their reading book so that the new book can be highlighted. A small group of children from each class will be responsible for changing reading books but this must not be done during lesson time. Also an adult must be in the classroom to monitor and support them.</p>

Carol McLachlan Headteacher

PRIMARY SCHOOL

Non-negotiables Checklist

Class rules – regularly discussed with the children, displayed clearly in the classroom.	
Clutter free classrooms – Our children need organisation, and resources that they can easily access.	
Behaviour and House Points Display – Throughout school, children are awarded team points for behaviour, progress and achievements, specifically relating to progress over time. House points are counted by Y6 monitors who report the results per team in celebration assembly.	
Displays – Every classroom has a literacy, numeracy and current topic working wall including Learning Objectives and Success Criteria clearly displayed. These walls build with learning and alter according to the week's/day's objectives.	
Children's work on display – Named, dated, annotated if necessary. Displayed attractively to celebrate their success.	
All displays must include captions and questions - Explain the inspiration for the work, the children's development, children's comments, the LO/SC, model examples e.g. of the artist/writer/from history...Include interactive questions to encourage and challenge further thinking. Translation in languages spoken by the children, parents and staff can also be added.	
Speaking and Listening – Staff model correct pronunciation to children at all times.	
Resources –100 square clearly visible. In EYFS/KS1 alphabets, spelling charts. and 100 squares must be visible in a variety of areas. Key words and digraphs/trigraphs should be	

visible. In KS2 resources should be accessible according to need.	
Environment – Natural light – leave windows clear, air flow, calming music at times, lighting – fresh air!.	
Roles and Responsibilities – Each class have their own roles and responsibilities e.g. milk monitors, lights monitors, recycling monitors, tidying different areas, school councillors, class council meetings etc. Display these and make them clear to the children.	
Planning for learning	
I ensure that learning objectives and success criteria are clear in my planning.	
I ensure planning is adapted as necessary in the light of day-to-day assessment – annotations as appropriate.	
I use feedback from what children know to plan the next steps in learning.	
I am clear about how a planned learning objective fits into the ‘big picture’.	
I plan to support each group at appropriate stages in the week. (Guided teaching)	
I plan for differentiation according to ability and age range.	
I include challenge for each ability through differentiation and extend my more able children.	
I include opportunities for speaking and listening, and vocabulary to extend children’s vocabulary in each lesson.	
I upload literacy, numeracy and phonics planning onto the server weekly.	

Learning objectives	
I take account of children’s prior knowledge to identify clear learning objectives	
I share the learning objectives with the children in a way that they can understand	
I separate the learning objectives from the activity or context	
I link the learning objectives with the ‘big picture’	
I display the learning objectives in the classroom	
I ensure that the learning objectives are differentiated as appropriate	

I regularly refer to these throughout the lesson and in the plenary	
I ensure that the children write this at the top of the work when it is appropriate. When it is not due to age or ability I ensure that it is referred to directly in the marking.	

Success Criteria	
I share and develop success criteria with the children where appropriate.	
I display the success criteria in the classroom	
I ensure that the success criteria are differentiated as appropriate	
I regularly refer to these throughout the lesson and in the plenary	
I ensure the children are given time to discuss success criteria with their peers	
I ensure that the children know what a good example looks like by modelling	
I use examples of pupils' work to generate discussion about how to improve a piece of work	

Rich questioning	
I use a variety of strategies to encourage the active thinking and participation of all children	
I use open-ended questioning e.g. Why does; what if; how would you; could you explain?	
I give opportunities for children to formulate their own questions	
I use hands down and select children in a variety of ways to answer e.g. the interactive whiteboard, using lolly sticks etc (targeting when appropriate)	
I develop children's confidence so that they are not worried about giving wrong answers	
I give children 'wait time' so that they have the opportunity to answer	
I encourage group / partner discussion in order to formulate an answer	

I involve a number of children in the answering of a single question in order to create the opportunity for discussion e.g. What do you think? Do you agree....?	
I ensure that mistakes are seen as learning points and differences in opinion are respected	
I ask differentiated questions to specific children	

Effective feedback and marking	
The feedback I give, both oral and written, focuses on the learning objective and success criteria	
The feedback I give makes children aware of the achievements they have made in relation to the learning objective	
In my feedback I provide an improvement or closing the gap prompt	
I give time and opportunity for that improvement to take place e.g. corrections; editing etc.	
In the plenary I give opportunities for children to think and talk about their learning to build self-esteem and confidence	
I use consistent strategies so that the children understand where they have been successful and what they can do to improve. E.g. tickled pink - two positive points and one way forward- green for growth	
I have evidence that children act upon my feedback by their ability to help themselves and each other	
I use tickled pink and green for growth in all marking, relating the tickled pink to the learning objective and the green for growth to the next step or need to embed. If the learning objective has been achieved I use the next appropriate objective as my green for growth.	
I use detailed comments in extended writing and /or for target marking groups.	
I give children opportunities to follow up their green comments by using my marking to inform my planning, annotating my plans to move to an appropriate next step.	
I mark every book using pink and green comments at least once a week in for each subject.	

Targets	
I use the most recent assessments to select the most appropriate level for children's literacy and numeracy targets.	
I ensure that each child has one target sheet for maths, one for reading and one for writing. kept in the child's maths and writing books and group guided reading folder.	
I ensure that parents receive a copy of the target sheets at each Parent Consultation Meeting.	
I ensure that each child has their targets dated regularly.	
I ensure that if a child completes a book, whilst working on the same targets, the page is photocopied and stuck in the front of the new book if appropriate.	
I ensure that the targets are passed to the next teacher at transition time.	
I ensure that in writing all children have their work levelled and individual targets set from there that they need to apply into their writing next time.	
Handwriting	
I ensure that I use Pen pals every day at a set time.	
I ensure that the work is dated and marked.	
I ensure that all work has a title and a date.	
I ensure that challenging spellings are sent home weekly and tested (including writing them in sentences for more able children)	
Guided Reading	
I ensure that children have 2 sessions of adult led guided reading per week using Bug Club and Collins Big Cat, recorded on the planning and assessment sheet. Groups working independently will be engaged in purposeful activities recorded in a guided reading book.	
Guided Writing	
I ensure that every child has the opportunity to write, guided by an adult, at least once a week, and that detailed feedback is given using pink and green.	

Challenge Maths	
I ensure that, as the children arrive at school, they come into a calm classroom ready for Challenge Maths.	
I ensure the children are aware of the LO for CM	
I use a range of resources and methods to embed knowledge, understanding and skills in numeracy.	
I allow time to address gaps in knowledge and skills in CM and target groups and individuals.	
Guided Maths	
I ensure that I plan interactive, physical problem solving activities for Guided Maths, according to the ability group.	
During the Lesson	
I use a hook	
I share the LO	
I generate SC with the children	
I make reference to prior learning	
I model the good (and sometimes the bad for the children to identify improvements necessary)	
I differentiate appropriately	
I ensure that support staff support a group	
I work with focused groups whilst having an overview of the class	
I provide challenge	
I provide extension activities/questions/opportunities	
I use a timer to set challenges	
I ensure that children are aware of clear strategies for when they may find things difficult	

I include AFL	
I include self-assessment	
I address misconceptions, giving opportunities to develop	
I celebrate success	
Wider Curriculum	
I ensure that medium term planning is based around a theme alongside my partner year group according to the agreed rolling programme.	
I ensure that subject areas and Learning Goals are covered through the topic and are clearly annotated and dated on the planning.	
I ensure that the plan has a hook – a WOW Factor experience to engage the children and interest them in their learning.	
I ensure that the plan has one or more visits and visitors to give children first-hand experience of the topic.	
I ensure that I have included a knowledge harvest – asked key questions linked to the subjects/skills/topic title – What do the children know already? I review their knowledge at the end.	
I ensure that I have included questions – What would the children like to know?	
I ensure that parents have received details of the topic through the homework letter and accompanying homework choice sheet, with a date to celebrate their completed homework in school.	
I ensure that I use collaborative strategies and ICT – safeguarding practice for use of technologies	
I ensure that writing is developed throughout.	
Assessment	
I ensure that I follow Higher Lane assessment cycle termly.	
I ensure that I update INTEGRIS assessment regularly.	

<p>I ensure that children have regular opportunities for self-assessment based on the LO through the SC. This could be through using hands to signal where the children are on their learning journey at the start and throughout the lesson, answering AFL questions throughout and at the end of the lesson marking own work according to success criteria, using marking ladders, thumbs up. Peer assessment – as above for each other, based on positive comments. Also – using visualiser to display children’s work and give collective, positive, pink and green comments.</p>	
<p>Peer and self-assessment</p>	
<p>I give time and opportunity for children to reflect on their own and each other’s work</p>	
<p>I make sure the success criteria is clear to the children</p>	
<p>I give children strategies to show their understanding of the learning objective and success criteria</p>	
<p>I encourage children to reflect on their most successful learning and the area most in need of development or improvement using success criteria as a guide</p>	
<p>I ensure children are given time and opportunity to support each other and identify their next steps in learning</p>	
<p>I include AFL opportunities in my planning</p>	
<p>In KS2 when children are at phase 6, I address spelling choices.</p>	
<p>Behaviour</p>	
<p>I ensure I promote school and class rules throughout school – in corridors, hall, classrooms and playground, based on school behaviour policy.</p>	
<p>I ensure that I use positive reinforcement of school rules through praise and rewarding good behaviour with team points.</p>	
<p>I ensure Good to Be Green system appropriately, minimising disruption, following the school behaviour policy.</p>	

By Carol McLachlan *Headteacher*