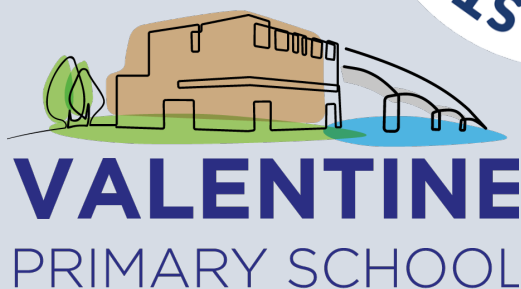




**THE ST. MARY'S
PARTNERSHIP**

EMPLOYEE HANDBOOK

2025 – 2026



**MASON MOOR
PRIMARY SCHOOL**

Purpose of the Employee Handbook

The Employee Handbook is designed to bring together many of the key staff policies that guide our daily work, including the Code of Conduct, Absence Management, and Acceptable IT use, alongside practical strategies to support both teachers and support staff in their roles.




Its purpose is not to act as a set of restrictions, but as a clear blueprint for how we achieve success together as a family of schools. Consistency and high expectations underpin everything we do, and the handbook reflects our shared commitment to creating a supportive, professional, and thriving working environment. It is intended as a resource that promotes openness, clarity, and collective responsibility, ensuring that every member of staff feels equipped to contribute fully to our shared vision.

Partnership of Schools

As Executive Headteacher, I want to emphasise that we operate first and foremost as a partnership. No school stands on their own; our strength lies in the way we share expertise, support one another, and hold ourselves to the same high standards across the group.

Working collaboratively is not just a value we speak about - it is essential to securing the very best outcomes for every child in our care. By aligning our practices and learning from each other, we create consistency, equity, and excellence, ensuring that all children, regardless of which school they attend, benefit from the same high-quality education and opportunities.

Our school's group – September 2025

Partnership School:	Key Details:	Location in Southampton:
St Mary's Church of England Primary School & Nursery Ascupart Street Southampton SO14 1LU info@stmaryspri.org.uk www.stmaryspri.org.uk	Ofsted: Outstanding (2023) NOR: 650 pupils Age range: 2-11	
Mason Moor Primary School, Nursery and SEN Units Helvellyn Road Southampton SO16 4AS info@masonmoorprimary.co.uk www.masonmoorprimary.co.uk	Ofsted: RI (2023) NOR: 220 pupils Age range: 2-11	
Valentine Primary School & Nursery Valentine Avenue Southampton SO19 0EQ info@valentineprimary.co.uk www.valentineprimary.co.uk	Ofsted: Good (2025) NOR: 420 pupils Age range: 0-11	

Partnership Schools Communication Strategy

We adopt a clear communication strategy. Messaging and information should only be disseminated principally through the following agreed formats:

<p>Staff</p>	<ul style="list-style-type: none"> • Monday briefing at 8:20am in the hall/staffroom. An overview of the week ahead, all staff available are expected to attend. • Staff Meeting (Professional Development) at 3:45pm on Wednesdays. Teachers (Support staff are welcome to attend for professional development purposes) • Phase meeting (EY/KS1/KS2) Monday at 3:45 for 10 minutes. • Email Communication weekly – Staff Briefing notes (Monday), Diary Events, Important announcements etc. • Senior leaders 'Run the Day' meeting happens daily at 8:10am in the SLT office. SLT overview of who is leading the site, what key things are taking place and what needs to be considered for staffing.
<p>Pupils</p>	<ul style="list-style-type: none"> • Start the week Reset (EYFS & KS1 and KS2) – Led by teachers on a rota. • Collective Worship & Singing – everyday see timetable for the class. • Celebration Worship – Friday weekly. Led by Senior Leaders.
<p>Parents</p>	<ul style="list-style-type: none"> • Newsletter half termly – published on the school's website, facebook and in print only when necessary. • Social media posts, throughout the week, highlighting exciting learning and examples of strong learning that people have noticed around the school. • Weekly 'Our Week in Pictures' on each Facebook account. Published on the Facebook account before 5pm on Fridays weekly. A reminder that we should be checking consent for photographs. • Letters – ad hoc as necessary. Published on the school's website, facebook and in print only when necessary. **See note below in relation to checking letters ahead of sending.

Internal email communication

Emails sent from the 'allstaff@' will be limited to SLT and administrative personnel only. You are reminded about responding to 'reply all' and the liabilities this places on the sender to ensure appropriate tone. (If in doubt, do not send it).

Internal emails should be sent during the school's operational hours unless there is a specific reason where an email is necessary – such as an emergency. Otherwise, staff members are urged to turn on the 'send later' functionality to ensure that all staff can maintain a positive work-life balance.

Acceptable email etiquette

- Senders of any electronic communication should be mindful of tone and the audience it is intended for.
- Emails are not a ground for politicised messaging.
- Emails that are sent to 'allstaff' should not be collectively replied to unless in an emergency.
- Emails should start and end with an appropriate address and close.
- Emails may be requested under 'Subject Access Requests'. If requested, an external user will access all of your emails related to the search subject. It is worth being mindful of the emails you are sending.
- Emails should not contain CAPITALISED letters that could be perceived as threatening or abusive. Nor should we use bold – unless needing to state something in an emergency or to underline something that could be part of an important instruction. Passive-aggression is not acceptable or acceptable to dignity at work.

A reminder that email communication falls under the Staff Code of Conduct: *Monitoring of Email and Internet Use.*

The Executive Headteacher and Governing Body maintain the right, under the Code of Conduct, to monitor emails used bearing relation to a Partnership school, as this is an account to administrate your position. Therefore, we remind staff not to routinely use their professional email outside of the working day or for issues not related to their employment. This includes:

- Using your email to address personal matters – an example of this might be: using your email to make a complaint to another school in relation to your own child.
- Using your email to 'sign up' to an app externally.
- Using your email to make purchases unrelated to your position within the school.

Emails outside of the Partnership Schools

Staff should not email parents and carers using their work email. All emails should be directed and sent either via Arbor or info@ the relevant school.

Emails sent to third-party organisations – for example CAMHS, should be checked with a senior leader before sending. We expect third-party emails to have a senior leader cc'd in for their records.

Be mindful that emails sent from your email account could be used against you. An example of this may be a tribunal or a complaint. Be mindful, should you send it?

Sending letters – communication in print

Occasionally, you will need to write to parents. This could be a letter to express concern or one of congratulations. Strong communication is vital for any school. Any letter being sent from the school must be checked by the Executive Headteacher twenty-four hours before sending, to allow the EHT time to read through and approve the text.

Parents and Carers Protocols

In the first instance, teachers are expected to resolve parental queries and concerns informally and swiftly – this is part of Teacher Standards and building relationships with parents.

Any meeting involving a parent and carer must be recorded and signed by all parties. These meeting notes will be kept in the child's personnel folder for future reference. (See Appendix 1)

In the event that an issue escalates – it must follow this hierarchal process:

Parent expressed dissatisfaction	Speaks to Class Teacher	Class Teacher records concerns on the proforma – issue is hopefully resolved.
Parent is still unhappy	Escalates to Year Leader	Year Leader records the conversation on the proforma including next steps – issue is hopefully resolved.
Parent makes a formal complaint to the school	Escalated to a Senior Leader	AHT/DHT investigates and responds with a letter to the parent outlining the steps taken to move forward.
Parent is still unhappy.	Escalates to Head of School	HoS invites the parent in – formal meeting - responds with a letter to the parent outlining the steps taken to move forward.
Escalates to Executive Headteacher	Executive Headteacher meets with the parent and those involved to seek resolution.	
Escalates to Chair of Governing Body	In extreme circumstances, the CoG or a representative will meet with the parent.	

Completed parent/carers forms should be handed in to the office for filing in the child's personnel folder. **The office will add this to CPOMS within 24 hours.**

Completing the parent/carers form guidance:

- Bullet point notes are acceptable – precis the conversation.
- Ensure next steps are followed through.
- All parties (Staff and Parent/Carer) MUST sign the form before it is handed in.
- In the event of a telephone call – ensure the form is completed and it is clearly labelled as a telephone conversation with the parent/carers.

Absence Protocol

Contact telephone numbers you must use to report absence:

St Mary's	Anna Brooks	07521 419045
Valentine	Daniel Constable-Phelps	07759 124110
Mason Moor	Faye Bauck	07708 475788

Any staff member who is absent from work must telephone the above personnel on the first day of absence. **Staff members must telephone between 6:30am and 7:30am if you are unable to attend work.** Do not call before or after these hours. If you do not call, you will be considered AWOL (absence without leave) and will not be paid.

You will be asked to clarify the nature of the sickness and what you have endeavoured to try to overcome illness. Stating 'headache', for example, will not be sufficient. You will be asked to consider self-administering medication and come into school.

Text messages, emails and voicemails are not sufficient notification for absence, as the school has a duty to safeguard children. You must call or be considered as absent without leave.

Absence protocol:

- **On the first day of being absent, you must call the staff absence line (number above) by 3pm** to let the school know if you are returning to work the following day.
- **Absence lasting longer than a week will require a medical certificate from a doctor.** This should be handed to the office on your first day back
- **All returning employees must have a 'back to work' interview with a manager.** Failure to complete this process may result in a delay to your pay.
 - Administrative staff Site Team and Lunchtime Staff – School Business Manager
 - Teaching Assistant – Year Group Leader
 - Teacher & HLTA – Senior Leader
 - SLT – Headteacher/Executive Headteacher
- **If you are taken ill during the school day:** please speak to a member of the Senior Leadership Team before leaving the site.
- **Staff absence is monitored by the Senior Leadership Team.** Perceived patterns of absence and those triggering a number of absence days will be managed under the 'Sickness Absence' policy.
- **Frequent staff absence is robustly monitored.** Staff are advised to take all due care and precaution to remain well. It is expected that staff are regularly looking after themselves to ensure that the school remains fully operational.
- **Absent teachers must leave cover.**

Time off in lieu

Time off in lieu is not an option for any member of staff. This approach is not manageable within the demands of school delivery, nor does it support children with complex needs who rely on consistency and stability of staff. For this reason, please do not request time off in lieu, as it cannot be accommodated.

Sickness Absence Management

Sickness absence has a debilitating impact on our ability to provide a strong and stable education to the children at our school.

Staff members **who trigger more than 5 days of absence in an academic year** will be invited to attend an informal pre-stage 1 sickness absence meeting. It is expected that you call each day of absence.

This will be a meeting, in a supportive context, to establish and understand the needs of the employee. Targets will be set at that meeting to ensure that future absence is avoided. Failure to meet those targets and reduce the absence will invoke formal sickness absence policy.

Other measures include referral to Occupational Health or HR to support the employee in improving their absence. Please see the Staff Absence policy for more information see the policies section of our website.

Staff Code of Conduct

All staff members are entitled to work in an environment that is respectful, supportive, and **that is completely focused on providing the best possible teaching to enable our young people to achieve.**

The Staff Code of Conduct is available from the Policies section of the school website.

Definitions of Infringements of the Code of Conduct

Depending on the infringement, leaders will make an informed decision as to action to be taken.

- **Minor infringements:** staff members who are found to have broken the code of conduct through minor acts of misconduct will receive a management expectation letter (*Informal Action – Disciplinary Policy 9.1*). This will be delivered via email and will outline the infringement of the code of conduct. A copy of which will be placed into the personnel file of the employee. No further action will be taken.
- **Serious infringements:** serious infringements of the code of conduct will invoke the disciplinary process. (*Roles and Responsibilities – Disciplinary Policy 3.2*)

The Disciplinary Policy and Procedure is available from the Policies section of the school website.

In addition to the school's published code of conduct, staff members are reminded of the statutory professional standards – as set out in The Teacher's Standards.

<https://www.gov.uk/government/publications/teachers-standards>

The Teaching Assistant standards, published on the NEU website, are:

<https://neu.org.uk/latest/library/professional-standards-teaching-assistants>

Mobile Phones are not permitted on site near our nursery settings

Mobile Telephones on Site

Safeguarding is our highest priority. We work with some of the most vulnerable children, including babies and under-3s, and it is therefore essential that we maintain the strictest standards of professional conduct and safeguarding practice.

Mobile Phones Policy

- **Mobile telephones must not be on your person on the main site.**
- All staff are required to hand in their mobile telephones at the start of the day or place them in their allocated staff lockers before entering any part of the site where children are present.
- Mobile telephones must remain off-site (in lockers or at the designated hand-in point) until the end of the working day.

Rationale

Mobile telephones present a serious safeguarding risk in environments with children, particularly babies and under-3s. The presence of a personal device capable of taking photographs, videos, or accessing the internet is not compatible with maintaining a safe, transparent, and professional environment. The safeguarding and protection of children always outweighs convenience.

Recent case involving perpetrators abusing children in nursery settings:

Little Ted's Nursery – Vanessa George (Plymouth)

- **What happened:** Vanessa George, a nursery worker, sexually abused infants and used her mobile phone camera to photograph the abuse and share those images with an accomplice
- **Scale of abuse:** She admitted making 124 images of children between December and June, though total numbers remain uncertain, with up to 30 confirmed victims
- **Safeguarding failures:** The Serious Case Review concluded that weak management, lax recruitment, poor supervision, and failure to act on warning signs created an environment where abuse could escalate unchecked

No Exceptions

There are no excuses for having a personal mobile telephone on the main site. Any personal device found in classrooms, play areas, or other parts of the setting will be treated as a breach of safeguarding policy.

Disciplinary Action

- If a member of staff is found with a mobile telephone on site, this will be treated as a disciplinary matter.
- Breaches of this policy may lead to formal disciplinary action, up to and including dismissal, in line with the school's Disciplinary Policy.

By adhering strictly to this rule, we ensure that all staff are modelling the highest standards of safeguarding practice and that children are always protected.

Staff Dress Code

Work Wear Expectations

As staff working in a school, our appearance contributes directly to the professional culture we create and the example we set for children. The way we present ourselves reinforces high expectations, provides consistency for pupils, and supports the safe and successful running of the school.

Non-Negotiables:

- **Professional in appearance:** Staff should dress smartly and avoid casual items such as jeans, joggers, crop-tops, or leggings worn as trousers. Clothing should be clean, pressed, and well-presented at all times. (Exceptions may only be agreed in advance with the Senior Leadership Team, e.g. on MUFTI days or a theme day e.g. Dressing as a Roman.)
- **Sensible for work:** Open-toe sandals, crocs, flip-flops, or any footwear that does not protect feet in a busy classroom environment are not permitted. Staff should wear PE kit on days when they are teaching PE.
- **Seasonally appropriate but professional:** Staff should ensure clothing remains professional in all weather. Tops with thin straps or bare shoulders are not suitable. Skirts must be of an appropriate length, and shorts must be tailored.
- **Footwear:** Smart shoes should be worn daily. Canvas shoes and trainers are not permitted unless specifically required for an area of work (e.g. EYFS outdoor provision).

Every Friday is 'Dress-Down' Friday:

Every Friday, staff may wear more casual clothing such as jeans and t-shirts. However, attire must remain appropriate for the school environment. Ripped jeans, short or ill-fitting items, and clothing with logos or inappropriate slogans are not acceptable. Hoodies and similar items are permitted on Fridays.

Professional Standards:

Failure to follow the expectations set out here will be treated as a breach of the school's Code of Conduct. As professionals and role models, it is essential that staff maintain the highest standards of presentation, reflecting the values of the school and providing a positive example for children at all times.

Human Resources

Employment references/being a referee

From time-to-time colleagues (past and present) may wish to put your details forward to be a referee or to provide a reference of employment. **Under no circumstances should references be written without the guidance and sign-off of the Executive Headteacher.** It must be submitted ahead of sending. Failure to do so could be viewed as an infringement of the Code of Conduct.

Safer recruitment guidelines and child protection legislation makes clear that references must be accurate and therefore reflect the employee's HR record held at the school. You may not be aware of investigations, a criminal history or employment conduct issues – not disclosing these is a serious offence.

Passport applications / references related to passports

Whilst teachers are on the list of approved referees for passport applications, any such decision to be a referee must be declared to the Head of School before completing any forms.

HM Passport offices routinely write to school leaders to verify the details given – especially where you've provided a Partnership School's address as your employee base. **Please do not accept requests from parents to sign passports without seeking approval first.**

If you are providing a personal reference for a passport, you should also let the Executive Headteacher know – as you should not use the school's mailing address to do this. Any passport queries we receive from HM Passport offices, to check the validity of the passport application, will be simply told that we do not know the passport requestee.

DLA (Disability Living Allowance) applications

The SENCO is the only legal entity in a school with the authority to complete DLA applications. Any requests to do so should be immediately raised with the Headteacher. Completed application forms should be shown to the Headteacher for sign off.

Completed DLA forms must be attached to CPOMS to maintain an electronic record.

Union representation

All staff members are encouraged to join a trade union. Trade unions are worker membership organisations who support their members with (among other things):

- Terms and conditions of employment;
- Support in discipline and grievance matters;
- Advise on health and safety in the workplace

The senior leadership teams, and governing body, will proactively work with the union(s) to ensure that employees terms and conditions are the considered priority.

Where employees have queries about their employment – we ask that you speak to the relevant leader of your phase first. Most concerns and queries should be efficiently settled at a school-level in the first instance – this develops and improves worker relations.

Within the school, staff-appointed trade union representatives are there to listen and hear your concerns.

A reminder to staff: if you have a concern, we ask that these are raised to leaders (in the first instance) by the individual themselves, rather than trade union representatives, as this helps to ensure that clarity of the issue can be explored for you, and appropriate solutions sought quickly and efficiently for the individual staff member.

Maintaining our work environment - Health and Safety

All staff members have a duty of care and responsibility to ensure that the school premises is a safe, well-maintained environment fit for colleagues and pupils.

A weekly Health and Safety site tour will take place on Wednesday mornings between 8:30 and 9:15am. The site tour will include: Business Manager, SLT and Site Manager.

Leaders will be looking out for potential site safety issues such as:

- **Site defects**, including broken sockets, unstable furniture, outdoor provision wear and tear and playground issues.
- **Infringements of H&S standards**: such as hot drinks, cups and cutlery left in classrooms where pupils could access them. Cleaning materials that do not clearly state COSHH or have been left in easy reach of pupils. Educational materials that could be considered dangerous if consumed – such as PVA glue, science corrosives or dangerous art materials that are in easy reach of pupils.
- **Site perimeter walk**, to ensure that the grounds are maintained and free from any discarded dangerous items from the public.
- **Staff may have hot drinks in the classroom providing they are in a lidded cup.** This is to ensure that there are no hot spills in classrooms.

Staff Expectations

- All staff members are expected to use the ID sign-in machine on arrival to and departure from the school. Failure to do so will be viewed as an infringement of the code of conduct.
- If you notice a broken socket, appliance, or electrical item – you must let a member of the site team know urgently. **Do not assume that 'somebody already knows'**. Ensure that it is no longer in use (or if too dangerous to do so, ensure that the site services team are made aware of this).
- Be mindful of health and safety with displays. E.g. low hanging washing lines that could potentially become tangled around colleagues. Ensure that displays close to heaters are affixed carefully to the walls.
- Corridors and communal teaching spaces should remain clutter free. Tables and chairs should also be tidied properly to accommodate mass evacuation in the event of an emergency.
- Spills and accidents in the classroom are to be dealt with immediately. Please do not call the radio for the Site Team as they have a daily programmed schedule. Site team should only be called for immediate dangers – broken glass, flooding in the toilets etc.

- **Classroom displays should be affixed to display boards only** – nothing should be blue tacked to any walls. This is to ensure that a fire cannot spread rapidly through a classroom. The site service team will be asked to remove wall-affixed displays to ensure that classrooms meet regulations.
- **Chairs should not be used to prop-open fire doors.** They must be kept always closed. Exceptions to these rules may only be granted by the Headteacher in exceptional circumstances. This is especially important as it could be an entry route for an intruder!
- Coats, PE kits and lunch boxes should be hung and away – not presenting trip hazards.

End-of-day classroom expectations – readiness for cleaning

At the end of the school day – **all classrooms are to be tidy and ready for the cleaner to fulfil their duties in your classroom.** Therefore, please ensure:

- **All pupil desks are tidy and free of any clutter.** To enable cleaners to fully clean each desk. Especially important during winter-bug months.
- **Classroom shelves are tidy** – including class libraries, to enable cleaners to 'once over'.
- **Cut up paper, pencil sharpener shavings etc are all in the bin** – not on the classroom floor.
- **Paper, exercise books and resources are not strewn across the floor** – prohibiting our cleaners from hoovering and mopping.
- **Art materials are tidied away and cleaned up.** (This includes putting materials back in subject cupboards, tidy and as they were found)
- **Your classroom sink is clean and tidy.** ****This is particularly important, as this is used for children to access fresh water as well as to clean away from breakfast materials each morning.**

Consider responsibility monitors and ways of keeping your room sustainably tidy – if you are finding yourself having to do this daily, there is clearly something not working.

Year Group Corridors

Maintaining an orderly site is a collective responsibility.

The standard we walk past is the standard we tolerate, and therefore all year teams and classes are expected to keep coat pegs, lockers, and corridors tidy and well-managed throughout the day. This is a necessity for health and safety – particularly as fire alarms could take place at any time and we need children and staff to move safely around the building.

Senior leaders will carry out regular 'climate checks' to review the learning environment, and our shared expectation is that year teams work together to uphold a calm, orderly, and clutter-free environment that supports both learning and wellbeing.

Finance Procedures

Placing orders for essential resources

The Executive Headteacher signs off all purchase orders for all schools.

Purchase orders will not be placed without a valid purchase order form and approval from a line manager.

All resources ordered will be deducted from the budget code issued to each Year Group's allocated budget. Each academic year a budget amount is allocated to Year Leaders to spend on resources required for their year groups from the devolved school budget.

Year Group budgets include:

- Stationery for the year group;
- Photocopying for the year group;
- Educational resources required to deliver the curriculum;
- Under-funding for trips will be deducted from the Year Group budget.

Year Leaders will be given budget updates throughout the academic year from the SBM.

Rules for purchasing

- Items will only be purchased from Southampton City Council approved cost centres.
- Rejected orders may not be resubmitted.
- Items purchased by teachers for cash will not be remunerated if costing more than £20.
- Items of furniture for classrooms will be rejected.
- Purchases from 'amazon.com' will be made on an ad-hoc and needs-only basis.
- Items being purchased to replace broken equipment or furniture must have an agreed strategy with the premises team for removal of the old item prior to delivery of the new one.
- All orders must contain a purchase order, referencing what it is, quantity and where you are wanting the finance team to get it from.

Value for money

In line with government guidance – any requested resource item costing above £250 will require a Year Leader proposal outline email sent directly to the Headteacher. It should state the need for the item and the intended outcome of use.

Auditing Resources

The school will annually audit the following:

1. Subject equipment by raising standards subject teams
2. IT equipment loaned to staff for their job – laptops, ipads**
3. Classroom equipment and stationery resources

When auditing resources, leaders will request to inspect or see the equipment to accurately update the asset register regarding wear and tear. Please ensure that items are brought in immediately.

****All IT equipment that is registered to you will need to be audited either during the Summer and Autumn term annually. Failure to produce the item, for the IT manager, will result in the equipment being 'shut down' from the system and a charge made to you for replacement.**

Any queries or concerns related to the above should be addressed with the Leadership Team.

Overtime Claims

Overtime may only be submitted if the Executive Headteacher has given approval to the Head of School/Business Manager for the business case of need. Overtime will be rejected where it isn't agreed in advance of approval. *In instances where overtime is required to cover for absence, this is an exception as it is required for business continuity.*

Overtime claims forms must be submitted and signed by the line manager. If they are not, School Business Managers cannot accept them – and they will not be processed.

You are advised to email copies of overtime sheets (once signed) to ensure you maintain and keep your own digital copy.

A reminder...

Time off in lieu is not an option for any member of staff. This approach is not manageable within the demands of school delivery, nor does it support children with complex needs who rely on consistency and stability of staff. For this reason, please do not request time off in lieu, as it cannot be accommodated.

Over payment of salary

All staff are expected to promptly declare any overpayment of salary or allowances if this has not already been identified by HR or payroll. Failure to notify leaders of such an error may be treated as a serious matter, as retaining funds that are not rightfully owed could lead to repayment demands, formal investigation, or disciplinary action. **We advise you to check payslips monthly.**



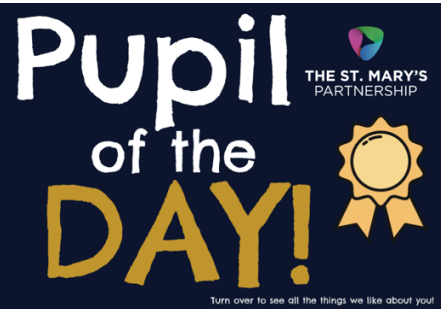
More importantly, withholding the declaration of overpayment calls into question a member of staff's integrity, trustworthiness, and commitment to the values of the school community. A long-term overpayment could prevent the school from being able to hire to a role required – such as a teaching assistant.

As publicly funded organisations, schools have a duty to safeguard all financial resources. Any overpayments will be investigated with HR, and both the governing body and Southampton City Council will seek to recover funds that are not rightfully owed. In more serious cases, referrals may be made to external agencies, including the Teaching Regulation Agency (TRA) or the Police.

Learner awards and praise

Consistency is everything. Teachers and Support Staff who regularly praise and highlight achievement build better relationships with their pupils. (Postcards available for SLT offices).

Ask yourself: How often am I regularly sending these out? Am I consistent in praise for children? Is this leading to children making good rates of progress in my care?

Academic Achievement	<ul style="list-style-type: none">• 'We think you're amazing' Praise Postcard. Sent home to the child in the post, via the office. Posted each Friday.• Sustained Handwriting Improvement. The most improved hand writer this week!• Writing Wonder – to celebrate those showing promise and excelling in Writing.  A red award postcard with a white ribbon seal in the top right corner. The text reads "Writing Wonder!" in large white letters. Below it, in smaller white text, is "We are so proud of you!". At the bottom left, there is a logo for "THE ST. MARY'S PARTNERSHIP".
Value-based Achievement	<ul style="list-style-type: none">• 'The Golden Book' – A weekly values-based certificate highlighting one of the 3 school values. One per year group – decided by the class teachers.• Character Culture Awards recognise the 5 Superheroes and a pupils' demonstration of their virtue.  A yellow award postcard with a white ribbon seal in the top right corner. The text reads "Character Culture Award" in large white letters. Above it, in smaller white text, is "We are so proud of you!". At the bottom right, there is a logo for "THE ST. MARY'S PARTNERSHIP".
Attitudes and Attendance Achievement	<ul style="list-style-type: none">• 96+% club – A termly treat for pupils who have attended almost every day. (Taking into account % marks for those who may have had vomiting/therefore were imposed absence)• Pupil of Day – part of home-class time. To look at recognising individual children for different things they bring to the group. These do not need to be related to academics, behaviours etc.  A dark blue award postcard with a white ribbon seal in the top right corner. The text reads "Pupil of the DAY!" in large white and yellow letters. At the bottom right, there is a logo for "THE ST. MARY'S PARTNERSHIP". At the very bottom, in small white text, it says "Turn over to see all the things we like about you!".

Partnership Staff Wellbeing charter

We recognise that the profession often places heavy demands on staff and their wellbeing. As a senior leadership team and with our governing body, we pledge to support staff in the following ways:

- **Offering a day's paid leave** (covered internally). This equates to **one day per year, linked to performance management. It is only to be booked in Spring/Summer term.**
(Note: the day will need to be planned carefully and only 1 teacher will be able to request leave on a given day – you must provide 6 weeks' notice. It cannot be at the end of the term or bolted onto days before the end of term/beginning of a new term). The day release is at the discretion of the Executive Headteacher and can be removed.
- **Removal of written lesson plans** – unburdening teachers from unnecessary paperwork/admin. Teachers will use a one-page document to show progression of their Learning Intention and Success Criteria over the week. No formal lesson written plans will be expected other than this. *(Note: staff members subject to formal capability procedures may be asked to revert back to full lesson planning)*
- **Planning and lesson resources provided for 75% of your teaching timetable.** Through our partnership with Lion Pathways – staff will have access to over 600 lesson plans and the planned visuals for their classes. This will save time and your Sunday! Meaning that teachers will need only tweak content for their individual classes.
- **Staff wellbeing helpline.** A dedicated line for teachers to utilise if they feel that they need to talk to somebody or require help.
- **Free tea, coffee and milk at every site.** We shouldn't have or require staff to purchase essentials to keeping hydrated during the school day. Since transitioning to Partnership Schools, all now offer complimentary tea, coffee and milk as a basic standard.
- **Employees are offered paid, full subscription, to the CALM app.** This perk is also able to be shared with dependents at home (up to 5). The CALM app supports staff with sleep deprivation, low mood, access to meditation, soundscapes, daily affirmations etc.



The Partnership Way – Behaviour Curriculum to maintain consistently high expectations

School Values underpin our expectations for everybody learning and working at this school. These values, chosen by staff and pupils, are:

Valentine Values:	Responsibility	Respect	Kindness
Mason Moor Values:	Nurture	Grow	Achieve
St Mary's Values:	Compassion	Creativity	Courage

The aims of the Behaviour Curriculum

Our behaviour curriculum defines the expected behaviours in school rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders. For example, pupils are expected to line up quietly outside a classroom. The behaviour curriculum is not exhaustive, but represents the key habits and routines required in each of our schools. This is supported by the operational non-negotiables that all staff are expected to deliver on and creates an environment where pupils can flourish and thrive.

At Partnership Schools, our values are built on mutual trust and respect for all. We work to ensure that every member of the school community feels valued and is treated fairly and well. To achieve this, the school's behaviour policy sets out the way in which all members of the school can live and work together in a safe, happy and secure environment. While we do have several rules, the main aim of the Behaviour Policy isn't about enforcing these, it is about promoting good relationships so that people can work together with the common purpose of helping everyone to learn, and so that students can become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Teaching and promoting good behaviour for all children

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Learning behaviours and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.
- Across all schools, we are proactive with teaching children to take increased ownership and understanding of their learning and become effective and motivated learners. We define this as Assessment Proficient Learners with set criteria for all pupils across all Primary Key Stages
- Teaching Staff will also demonstrate these behaviours and ensure pupils have many opportunities to practice these. It is expected that all pupils will know this content.

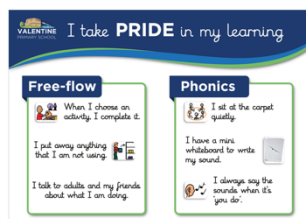
Adaptations for pupils with specific needs and SEND

1. Behaviour Expectations Taught Explicitly and Repeatedly
 - Pupils with SEND are given clear, visual, and structured teaching of routines.
 - Expectations are rehearsed and reinforced using visual timetables, now/next boards, social stories, and personalised prompts to reduce anxiety and promote independence.
2. Use of Low-Arousal Approaches
 - Staff use low-arousal scripts and consistent language when addressing behaviour, especially during incidents of dysregulation. This helps to:
 - Minimise emotional escalation.
 - Maintain predictability for pupils who need it.
 - Reduce sensory overload for children with autism or ADHD.
 - Examples include scripted responses for common incidents (e.g., "I can see you're upset. I'm here to help. Let's make you some space but we need to talk when you're ready."). Or meeting absconders needing a moment to reflect "Nice to see you, where should you be?"
3. Consistency with Flexibility
 - While the behaviour curriculum sets a shared standard, flexibility in delivery is built into policy.
 - Eye contact, for example, is not enforced with autistic pupils for whom it may cause distress.
 - Some pupils may need more movement breaks, alternative methods of communication, or use of calming tools.

Metacognition and Behaviour for Learning

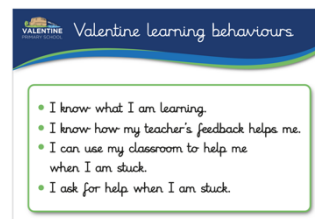
EYFS - Early years foundation stage (Nursery and Reception)

- I can choose activities I enjoy
- I can talk about my learning
- I can talk to my friend about my learning



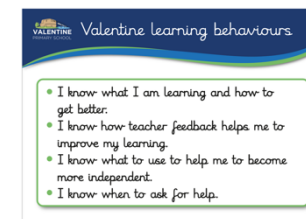
Key Stage 1 (Year 1, Year 2, Year 3)

- I can talk about what I have learnt before and how it helps with my learning now.
- I can tell you what I am learning today and what I need to do to be successful.
- I can show you where I am working on my targets and talk about how my learning is improving.
- I can talk about how marking helps me with my learning.



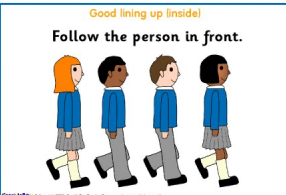
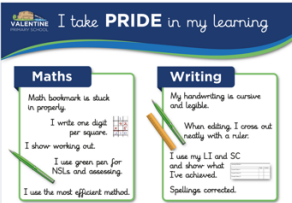


Key Stage 2 (Year 4, Year 5, Year 6)

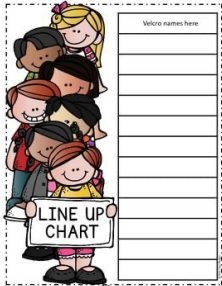
- I understand what I have learnt before and can tell you about how this helps with my current learning.
- I understand what knowledge and skills I am learning and can explain how this relates to the subjects I am learning.
- I can explain what my targets are and how I have achieved them.
- I can explain what I am learning now and how I can be actively successful in a lesson.



The Partnership Way – Embedding high-expectations of every child and their behaviour



Respectful - Manners	Uniform	Collective Worship/Assembly	Moving around the school	Dining Hall
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly Know the sitting space and in which order Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively 	<ul style="list-style-type: none"> Know that we walk around school in silence Know that we walk in a straight line Know that we line up in our agreed line order Know that we are polite and courteous to adults / other children including with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate (e.g., staffroom, office, another classroom) 'Wonderful Walking' is characterised by children knowingly wanting to impress when transitioning throughout the building. Wonderful Walking is rewarded via TrackIt 	<ul style="list-style-type: none"> Know that we wash hands before eating Know that we use a quiet voice and talk to the children opposite or adjacent to them only Know that we line up – one behind the other, quietly. Know that when eating, we stay in our seats Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we put our hand up for adult attention Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that we clear away our table space, cutlery, plate, cup and leave tidy.
Attendance and Punctuality	Ready to learn	Moving to the line (transitions in class)	Communal areas	Presentation in books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know that we have good sitting posture Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know how to be ready for the lesson e.g., had a drink, toilet break Know that we walk to the line sensibly 	<ul style="list-style-type: none"> Know that we walk to the line responsibly Know that we line up in the order displayed in the classroom Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<ul style="list-style-type: none"> Handwriting is neat, cursive and evenly spaced We underline with a ruler Mistakes are crossed out – a simple line through the writing Sheets and stickers are glued in neatly in <p>Maths :</p> <ul style="list-style-type: none"> We write one digit per square Margins are drawn precisely using a pencil and a ruler Drawings, diagrams and shapes are drawn with pencil carefully We take pride in all books through the absence of graffiti, large ticks in self-marking and folded edges of pages.
Playtime behaviour		Lining up	Behaviour outside school (community)	
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground by showing responsibility. Know that you must play safely Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly 	<ul style="list-style-type: none"> Know that we line up in the order displayed in the classroom Know that we place our chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately 	<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs and good posture Know that we line up in silently Know that we walk in single file 	<ul style="list-style-type: none"> Know that when we are wearing uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. 	

The Partnership Way – All adults at this school model expected behaviours by

Respectful - Manners	Uniform	Collective Worship/Assembly	Moving around the school	Dining Hall
<ul style="list-style-type: none"> • Demonstrate that you should always say 'please' when you are asking for something. • Demonstrate that you should always say 'thank you' when you receive something or someone does something for you. • Demonstrate that you should let any waiting adults through a doorway before walking through yourself. • Demonstrate that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. • Demonstrate that it is important to show gratitude to others by thanking people for what they have done for you 	<ul style="list-style-type: none"> • Ensure uniform is always correct • Provide 'spare' correct uniform as appropriate • Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. • Be understanding and fair yet uphold the standards expected • Check uniform regularly, in line with the routines part of this document • Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> • Verbally remind children of expectations and praise children for meeting them • Organise their class into appropriate order in classroom • Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) • Praise/remind children for following expectations of sitting and participation • Remind children to gain attention if necessary • Lead children into assembly clearly modelling expectations • Actively engage with assembly Ensure orderly exit from hall and return to class • Praise and reward as appropriate 	<ul style="list-style-type: none"> • Regularly remind class of expectations when moving through school • Line the class up - establish a class order • Check smartness of pupils before and after moving • In instances of unwanted behaviour – stop the class and recap expectations • Be polite and courteous to adults / other children with a greeting and hold/open doors for one another • Take pride in appearance – shirts tucked in etc. • Praise and reward children • Model manners and showing courtesy to others- e.g., holding doors open • Do not set off with a class/group until all expectations are met - including uniform and volume 	<ul style="list-style-type: none"> • Ensure correct uniform on entry and exit of dining hall • Support and model to pupils to use knife and fork • Remind pupils of dinner hall expectations • Monitor the cleaning of plates and cutlery • Check and remind of manners • Check spaces as pupils leave the eating space • Praise and reward the correct behaviour
Attendance and Punctuality	Ready to learn	Moving to the line and lining up	Communal areas	Presentation in books
<ul style="list-style-type: none"> • Call parents (in line with teacher standards) to communicate concerns you have about non-attenders. Are you checking daily/weekly? Are you noticing patterns? • Promote and model being on-time by reminding children of routines and explaining timings. "Look everyone, it's time to begin packing up for lunch". • Promote good attendance in your class. 	<ul style="list-style-type: none"> • Stop children using the agreed strategy: '3' stop what you are doing, '2' everything out of your hands, '1' eyes on the front/eye contact with adult, no noise • Establish, teach and model routines and expectations • Greet children and adults on entry to the room • Use clear instructional language • Be on time to each lesson • To be consistent in routines/behaviour/expectations • Ensure allocated places for pupils – table/carpet • Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand outs on tables, books available, other resources required for lesson ready, supportive and challenge activities ready • Lining up order displayed in room 	<ul style="list-style-type: none"> • Use agreed stopping strategies • Ensure children line up in order - in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required <div style="text-align: center;">  <p>The illustration shows a group of diverse children standing in a line. To their right is a 'LINE UP CHART' with a header 'Write names here' and several empty rows for names. A sign in front of the children reads 'LINE UP CHART'.</p> </div>	<ul style="list-style-type: none"> • Ensures tidy workspaces including their podium • Ensure all space outside their classroom is clutter free • Pick up any rubbish and place in the dustbin, do not walk past it. A reminder the cleaners are there to simply once-over the room • Ensure all displays are kept in good order • Pick up coats and place back on pegs / report to the class teacher • Praise/reward/prompt children as required 	<ul style="list-style-type: none"> • Ensure the front cover is neat and Presentable – the child's full name is written in cursive handwriting, year group or class and school. • Children should write in their books as often as possible, avoid unnecessary worksheets. • Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. • Use the appropriate amount of glue to stick in. • Follow the marking and feedback policy • Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime behaviour			Behaviour outside school (community)	
<ul style="list-style-type: none"> • Demonstrate positive transition from your classroom to the playground using Wonderful Walking. • Help children understand that you must play safely without hurting anyone. • Help children understand that we do not 'play fight' because we may hurt someone by accident. 			<ul style="list-style-type: none"> • Remind pupils regularly of the pride they should have for their school. • Ensure pupils understand the link between behaviour in the community and reputation of the school • Encourage children to join in PTFA events so that they live and breathe the full-life school has to offer 	<p>You are seen reinforcing the learner board key information – which is present in every classroom. "Everybody, let's use this as a checklist to check our work..."</p>

Embedding the Behaviour Curriculum throughout the academic year

Embedding the Behaviour Curriculum: We ensure that the culture for positive behaviour is reinforced when teaching across curriculum subjects and through other teaching opportunities. Below is a non-exhaustive list of examples of how partnership schools deliver and interweave the Behaviour Curriculum with our many opportunities for personal development.

	Autumn Term	Spring Term	Summer Term
Collective Worship Annual Assembly Themes	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards 	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards 	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards
	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) I am a Partnership learner - Assessment Proficiency (classroom learner board) Democracy - Head Boy/Girl Elections Respect and Tolerance - International Day of Peace Rule of Law Black History Curriculum (diversity month) Anti-bullying week 	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) World Religion Day Martin Luther King Day International Day of Education Children's mental health week Safer Internet Day Stand up to bullying day Sustainability Week and Assembly of Learning (links to behaviours in modern life) 	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) School Council led assembly E safety Individual Liberty World Environment Day Eco week World Music Day International Day of Friendship Science Fair (Y6)
PSHE and SMSC Curriculum	<p>Key Stage 1</p> <ul style="list-style-type: none"> Understand how to be a good friend Understand the importance of caring about other people's feelings Recognise and name emotions and their physical effects Be able to see and understand bullying behaviours <p>Key Stage 2</p> <ul style="list-style-type: none"> Know ways to keep yourself and others safe Know the importance of listening to our trusted adults Describe different ways to maintain a healthy lifestyle Recognise our thoughts, feelings and emotions Understand the parameters of sharing online Evaluate the impact of comments and actions online Develop and recognise skills and strategies to keep safe Identify how we can reduce our feeling or worry 	<p>Key Stage 1</p> <ul style="list-style-type: none"> Understand what we are responsible for Know how to prevent accidents Recognise kind and thoughtful behaviours and actions Know how you can help other people <p>Key Stage 2</p> <ul style="list-style-type: none"> Learn about what is meant by community. Recognise the importance of behaving in a responsible manner Describe ways that behaviour can be seen to be sensible and responsible Recognise why we should take action when someone is being unkind Demonstrate why it is important to behave in an appropriate and responsible way Explain why it is important to have a trusting relationship between friends and family 	<p>Key Stage 1</p> <ul style="list-style-type: none"> Identify ways of saving energy. Know the differences between healthy and unhealthy choices Understand the importance of being responsible Understand why it is important to care about other people's feelings <p>Key Stage 2</p> <ul style="list-style-type: none"> Understand that feelings can be communicated with and without words Understand personal boundaries Describe the ways in which we can contribute to our home, school and community Understand the correct steps for seeking emergency help Show my understanding of basic first aid Identify some of the ways in which we are different and unique Identify the components of a healthy lifestyle. Develop and name strategies that can help keep ourselves and others safe
Wider Community	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs Diversity Month October Christmas Carol Service <p>Theme days/activities</p> <ul style="list-style-type: none"> Children In Need Day Best Class Attendance Award prize Anti-Bullying Week 	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs International Science Week International Woman's Month <p>Theme days/activities</p> <ul style="list-style-type: none"> Safer Internet Day Easter Bonnet Parade World Water Day/Walk for Water 	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits Y6 Residential Education Visit <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs Walk to School Week <p>Theme days/activities</p> <ul style="list-style-type: none"> School's Got Talent Competition International Friendship Day Sports Day

Strong partnerships BEYOND school – community, attendance and parental contribution

Success in any strategy is dependent on all-stakeholder contribution. Behaviour transcends beyond the classroom [and school] walls. This sets out how we work with parents to support contentious issues, such as attendance. With further strategies for developing community cohesion and civitas (social community strengthening) within our curriculum and personal development strategies.

	Autumn Term	Spring Term	Summer Term	
What we must do:		<p><i>We need to break the system-wide issue: the cycle of parental dissatisfaction:</i></p> <ul style="list-style-type: none"> • Design support programmes based upon need - utilising school-based support (ELSA, Family engagement workers, DSLs) • Establish a 'presence' attendance culture instead of an enforcement culture – delivered through sense of 'belonging' • Identifying experiences for parents and carers where attendance has not been addressed well, or sanctions come before support. • Implementation of ways to build individual pupil belonging through shared civitas experiences, where children deepen their understanding of being part of a bigger organisation. <p><i>Use data to help us UNDERSTAND:</i></p> <ul style="list-style-type: none"> • Trends and patterns – can we unpick without upsetting? 		
Securing Strong Attendance:	<p>Pre-term communication (August):</p> <ul style="list-style-type: none"> • Welcome letters emphasising attendance importance • Summer holiday reminders about term dates for the year • Personal outreach to families of persistent absentees • Social media countdown (Facebook) with positive messaging. <p>First week messaging (September – October):</p> <ul style="list-style-type: none"> • Attendance-focused assemblies per year group • Parent information sessions during the soft start (early September broken week) • Daily attendance celebrations – including on social media (E.g. Look at 3 Green and 4 Red today – 100%) • Visual displays to reinforce attendance goals 	<p>On-going communication (throughout the year):</p> <ul style="list-style-type: none"> • Weekly attendance updates in newsletters • Personalised communications about individual patterns • Social media posts celebrating achievements • Half-termly review meetings for targeted families. <p>Tailoring the approach for identified families:</p> <ul style="list-style-type: none"> • For those who are of concern – ensuring the strategy is bespoke to the need. <i>E.g. having an appropriate conversation where the issue is linked to a holiday therefore one-off. As opposed to a child displaying EBSA.</i> <p>Parents must understand that 93-95.9% means missing enough school to affect attainment.</p>	<p>Celebration of significant improvements and milestones</p> <ul style="list-style-type: none"> • No-shame culture. • Ensuring that we are providing children with equitable access to rewards irrespective of long-term attendance issues. (E.g. setting short-term milestone improvements – 100% over the next two weeks – such as dates that have trends where attendance is lower) 	
Civitas – citizenship and responsibility	<p>Civic duty & Community Chloe (School Character Curriculum)</p> <ul style="list-style-type: none"> • Instigate weekly CIVITAS system – 30 mins during a defined period of the week where children undertake COMMUNITY focused events: litter picking and weeding in specific zones of school. Pride, care for the environment. • Community Chloe wider events – such as Communicare (elderly support in the community) 	<p>Civic duty & Jobs/responsibility</p> <ul style="list-style-type: none"> • School Jobs Programme: Understand responsibility and contribution. Pupils apply/interview for roles (recycling monitor, corridor ambassador, library helper). • Eco-Warriors Project. Engage with sustainability. Set up competition recycling patrols outside perimeter, litter picking, or plant care groups. 	<p>Civic duty & Community Action Project</p> <ul style="list-style-type: none"> • Make meaningful local impact. E.g. Organise a park clean-up, petition for safer crossing, or support a local cause. • "Be the Change" Weeks – themed around kindness, fairness, rights, sustainability 	
Community events to develop cohesion	<p>Systemic issues – removing barriers to attendance</p> <ul style="list-style-type: none"> • Alert parents to mechanisms of support created by school – including washing machines for parental use. (Research shows that parents will not send children to school if the uniform is dirty – is this the issue?) Haberdasher equipment – help to sew ripped items etc. <p>Parents sense of 'belonging' to the school – supporting them:</p> <ul style="list-style-type: none"> • Supporting parents into employment through schemes such as 'Apprentice TA' at Partnership Schools. • Encouraging targeted monthly events at the school – through the calendar 'Come and Read'. • PTFA events to further inclusion. 	<ul style="list-style-type: none"> • Regular support programmes run by ELSA – including NVR • Family Values Week – to contribute towards a Value's tree which we will grow in the hall. • Picnic and Praise afternoon. Showcase pupil behaviour success and celebrate positive moments publicly. Invite families to a relaxed outdoor event. 	<ul style="list-style-type: none"> • Uniform and swap hub. Create a "take what you need" stand in reception or at school gate. School to clean clothing using washing machines. • Create parent mentor system. Use existing parents to help others navigate the school system. Offer help with reading letters, accessing free school meals, or understanding behaviour policy. 	



THE ST. MARY'S
PARTNERSHIP

TRACKIT

STAFF AIDE-MEMOIRE



TRACKIT LIGHTS

BEHAVIOUR ESCALATION

Steps	What happens at this step?
Step 1	Those pupils who do not follow classroom rules and the behaviour expectations of the teacher are, in the first instance, given a warning about their behaviour (Step One).
Step 2	If the pupil continues to misbehave, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour (Step Two).
Step 3	If the behaviour persists, the pupil will then be sent to another class in the year group for a further 'time out' period (Step Three).
Step 4	If the pupil returns after Step 3 and there is no improvement in their behaviour, a teacher will call/ TeamSOS and they are sent to the SLT member on call (Step Four). When a child reaches this stage, the teacher will inform his/her parents via telephone before the end of the school day.

WHAT SHOULD I RECORD?

- Factual, simple terms – the lead up to the behaviour and the de-escalation techniques used to try and support/reframe/redirect attention positively.
- At Step 4, the child should have been gradually through the steps of behaviour – we do not anticipate or expect to see a 10 minutes Step 1 to 4 journey
- Additional positive encouragement to refocus the child. For example – small steps taken by the child to restore the situation.
- Leaders meet weekly for SLT and Safeguarding and Inclusion Team Meetings – Trackit logs are reviewed.

STEP 4 behaviours are automatically logged onto the child's CPOMS as 'Trackit Integration'

SANCTION vs RESTORATIVE APPROACH

- Children on Step 4 must sit a same-day detention for 30 minutes after school. This must be recorded on Trackit immediately after the red behaviour. The office team will only call to notify parents if the behaviour is logged on the detention record.
- Detentions entail a reflection form – this must be discussed with the child to support them in understanding their behaviour (seek first) and addressing suggested next steps.
- Pupils must never face next-day sanctions. Everyday starts afresh!

THE SAME APPROACH DOES NOT WORK FOR ALL PUPILS

- Children at this school are not a 'one-size fits all'. Therefore, what works with one child, may not work with another.
- Given our profile of need – it's pertinent that we approach each child as an individual. We carefully consider wider contextual factors (home life, safeguards, academic ability). In doing so we can find triggers and seek to understand the needs of the child rather than assuming 'its behaviour'.

Behaviour is communication. What is this young person trying to tell us?

Reporting Low Level Concerns – Safeguarding Staff

In accordance with “Safer working practice for those working with children and young people in Educational settings”, 2019:

Staff are required to report ANY concerns, no matter how small, regarding their own or their colleagues’ conduct as soon as practically possible.

These concerns may be, although not limited to, the following:

- A nagging doubt about a colleagues’ conduct or behaviour;
- A sense of unease about a colleagues behaviour within the school setting;
- Having favourite children;
- Being overly-friendly with children;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Behaviours that are inconsistent with the Staff Code of Conduct

Usually, these concerns would not meet the threshold for a referral to Southampton City Council LADO for investigation.

Concerns are to be recorded on the form – Appendix 4.

Low-level concerns are categorised as below:

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.

How should I approach this?

Concern about a staff member	Refer to a Senior Leader
Concern about a DSL	Refer to the Headteacher/EHT
Concern about the Headteacher/EHT	Refer to the Chair of Governors



THE ST. MARY'S
PARTNERSHIP

CPOMS STAFF AIDE-MEMOIRE



RECORDING

- **Student:** Type the pupil's name; start typing and the system will make suggestions for completion.
- **Incident:** Describe the incident you are recording; be accurate and specific; if using a student name, make sure this is spelled identically to the Student or Linked Student fields.
- **Categories:** Select at least one category; you can select more than one if appropriate.
- **Linked Students:** Type the name of any pupil that may be linked to this incident; this will ensure the incident is presented when viewing linked student records. Add as many linked students as necessary.
- **Body Map:** If appropriate, expand the Body Map and add markings to the illustration to indicate where physical evidence has been identified. Note the number that appears with each mark on the Body Map and refer to this number when describing the physical evidence.
- **Date / Time:** Enter the Date and Time the incident occurred. These will both default to the current Date and Time
- **Alert Staff Members:** Add to this list any staff members who should be aware of the incident. Staff will be alerted to the incident via their CPOMS Dashboard (the page they see immediately after login) Staff members who have been selected to receive alerts will also receive an email requesting that they login to CPOMS and review the incident.
- **Files:** If you have files to support the incident, these can be uploaded here (for example, meeting minutes). Press the upload button or drag and drop a file into the Files box.
- **Agency Involved:** Optionally, you can add any agencies that may be involved with this incident.

WHAT HAPPENS NEXT?

- Sometimes an incident will need an action by the person who receives the notification, or they may direct another person to. They will add the action onto your report. You will only see this action if you are tagged in it.
- If there is an action for you, you will receive a message to alert you, or the leader will tell you.
- If you do not see an action, it does not mean that one has not taken place. Where appropriate you will be tagged in any action (undertaken by someone else) to your report.
- If you ever have any query about a concern/incident or an action, always ask a member of the leadership team.

ACTIONS FROM YOU OR LEADERS

In the event of leaders reviewing the CPOMS entry and requiring: more information, next steps or follow up – you may receive an action. Or you may be copied back into an action that is taking place. Ensure that you have logged in and read these actions and you know what is being asked of you.

Actions should be logged as timely as possible.

If you are unable to complete an action – for whatever reason – you must speak to a DSL.

A reminder: CPOMS is a safeguarding software management tool – WE create the culture and environment for safety. WATCH – LISTEN - RESPOND



THE ST. MARY'S
PARTNERSHIP

MEDITRACKER STAFF AIDE-MEMOIRE



MEDI TRACKER - FIRST AID LOGGING

⚡ RECORD INJURY

Click on 'record injury' located at the top of the web browser.

Most of the tabs
will auto populate
from the MIS
(Arbor)

Be specific. What
did the injury
look like? Who
was around?

Include details here
such as perpetrator (if
necessary) and staff
members involved.

MEDI TRACKER - ADMINISTERING MEDICINE LOG

Medication Use

Click on 'Medication Use' located on the static homepage bar

This will load
medication
attributed to the
child ONLY.

All medication
administered must be
counter-signed by
two adults. Note: the
system will not let you
save this without a
second signeel

INDIVIDUAL HEALTH PLANS

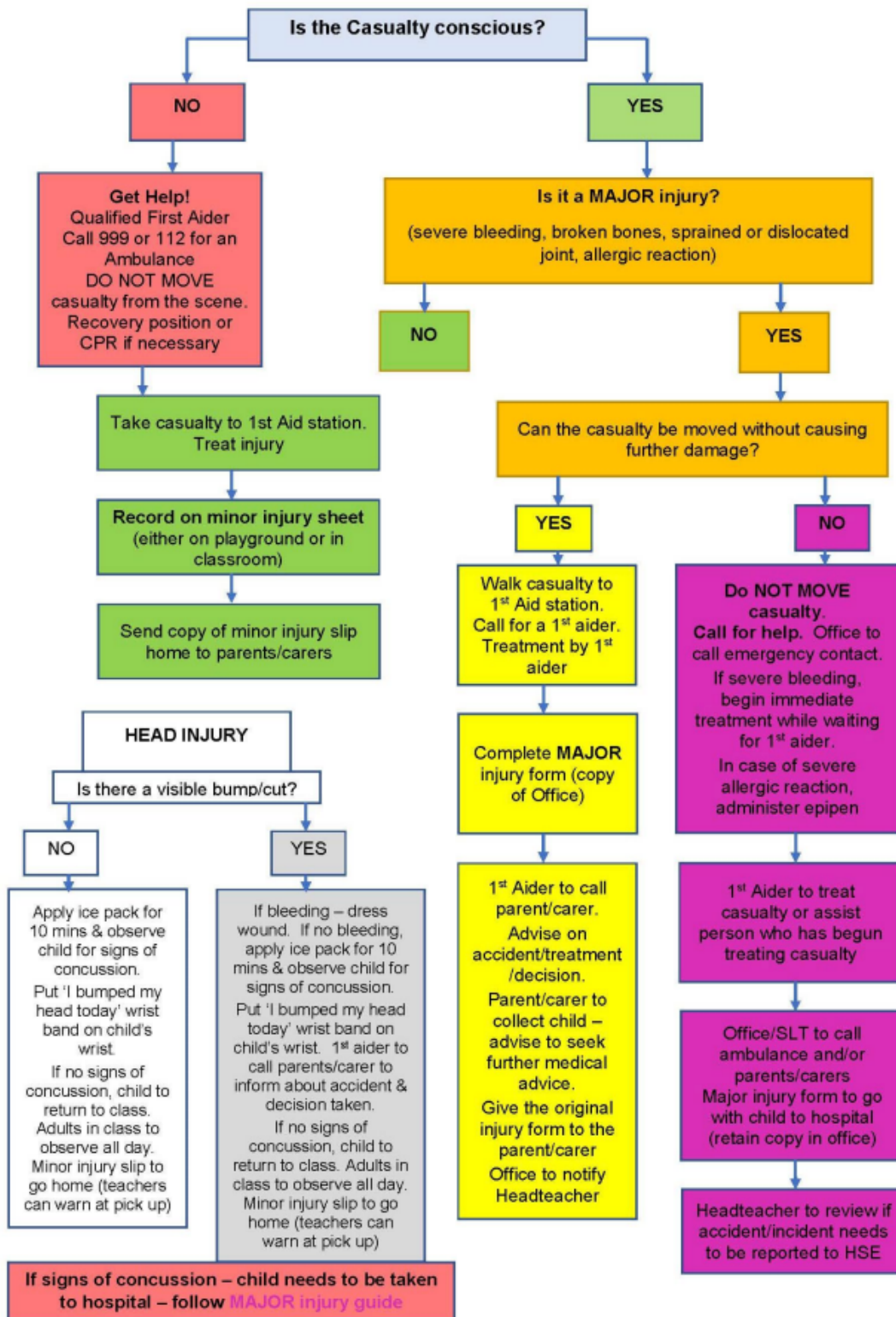
Medical Conditions

Click on 'Medical Conditions' located on the static homepage bar

Individual healthcare plans are saved within the child's 'medical conditions' record. They are located in the documents tab to the right of the screen. *GDPR: Unless for trips – do not print off copies of these or place in files across the school. Staff have iPads and log-ins as necessary – all information is accessible.*

Medical Incident Protocol

1. Stay with the child – ensure they are safe and calm.
2. Call for a qualified first-aider immediately using TeamSOS or a School Radio (do not attempt treatment beyond your training).
3. First-aider assesses the injury and decides on treatment or escalation.
4. Record the incident and treatment given using MediTracker.
5. Inform parents/carers as required (as directed by the first-aider/office team).
6. If serious – follow emergency procedures and call 999. A member of staff should accompany the child if hospital treatment is required.



Pupil Medication

Protocol: Administration of Medication to Children

1. Recording and Storage

- All medicines must be handed directly to the school office/administrative team.
- Medicines are logged on **MediTracker**, including the child's details, dosage instructions, expiry date, and any specific medical protocols.
- Medicines are stored securely in the office and must not be kept in classrooms or carried by pupils.

2. Administration

- Medication is administered in the office at the agreed times.
- Each administration must be **recorded and counter-signed** on MediTracker to ensure accuracy and accountability.

3. Parent/Carer Guidance

- Staff must not accept medicines handed to them directly by parents or carers on an ad hoc basis.
- Parents must provide written consent and clear instructions via the office before medication can be given.

4. Safeguarding and Consistency

- Only trained staff may administer medication.
- No deviation from the agreed protocol, dosage, or timing is permitted.

Staff Medication

Staff Medication Protocol:

- **Notification and Oversight**

Senior Leaders must be informed of any medication being taken by staff members. The School Business Manager is responsible for completing a risk assessment to consider any potential impact this may have on the employee's role and responsibilities.

- **Storage of Medication**

All staff medication must be stored securely in the school office, alongside children's medication. Staff are **not permitted** to keep medication on their person, in classrooms, or anywhere accessible to children. This includes both prescription and over-the-counter medicines (e.g. paracetamol, ibuprofen).

- **Professional Standards**

Adhering to this process is a safeguarding expectation. Failure to follow the staff medication protocol will be treated as misconduct under the school's Code of Conduct.

If you are in any doubt, you must ask a colleague or senior leader. If you are worried or concerned about the conduct of another staff member – we ask that you follow usual routes and speak to a senior leader.

Delivery of the Curriculum

How to access the curriculum planning for sequences of lessons

Individual lesson plans are accessed through the pathways website:

www.lionpathways.net



Username: StMarysPrimary
Password: P@ssw0rd1

Username: ValentinePS
Password: Pathways2023!

Username: MasonMoorPS
Password: Pathways2023!



Art and Design KS2



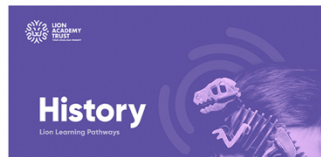
Computing KS1



Computing KS2



Geography KS1



When you click on the subject you are retrieving planning for, you will find an interactive planning tool with all lessons, across all subjects.

During PPA you should be discussing what you are teaching and how this is being committed to pupils' long term memory with experiential learning (VR headsets) and the opportunity to apply this newly acquired knowledge.

The planning also contains: celebration ideas (at the end of a unit) and assessment of learning.

Lesson Visuals

How to access the lesson visuals

Lesson visuals are planned and created on MIRO – a multi-modal platform with embedded graphic, video and linked medium to enable you to support pupils in developing their understanding. <https://miro.com/app/dashboard/>



Logging into MIRO

Log on to MIRO is year group specific, we do not have individual logins except for senior leaders/administrators.

You will have access to, from each individual year group login, all MIRO boards within school that are shared. This spans all subjects and individual year groups ones, that are created for Maths, Reading and Writing.

**It is also possible to share MIRO boards between schools. Though we ask that you speak to a member of SLT when doing this, to protect the original board and work on the system.

School domains:

curriculum1@stmarys.org.uk	curriculum1@masonmoorprimary.co.uk	curriculum1@valentineprimary.co.uk
curriculum2@stmarys.org.uk	curriculum2@masonmoorprimary.co.uk	curriculum2@valentineprimary.co.uk
curriculum3@stmarys.org.uk	curriculum3@masonmoorprimary.co.uk	curriculum3@valentineprimary.co.uk
curriculum4@stmarys.org.uk	curriculum4@masonmoorprimary.co.uk	curriculum4@valentineprimary.co.uk
curriculum5@stmarys.org.uk	curriculum5@masonmoorprimary.co.uk	curriculum5@valentineprimary.co.uk
curriculum6@stmarys.org.uk	curriculum6@masonmoorprimary.co.uk	curriculum6@valentineprimary.co.uk
curriculum0@stmarys.org.uk	curriculum0@masonmoorprimary.co.uk	curriculum0@valentineprimary.co.uk

Delivery of the Outdoor Learning Curriculum – links to the Ambitious Wider Curriculum

Our schools have invested in PolyTunnels to ensure that every year group, from EYFS to Year 6, can access meaningful outdoor learning opportunities. Each week, all classes spend dedicated time in the polytunnel – in all weathers – learning about plants, growth, healthy lifestyles, and the process of growing their own produce.

Outdoor learning is not just about gardening; it is about **connecting children with nature** and providing experiences that develop curiosity, responsibility, and resilience. Through hands-on activities, pupils discover how food is grown, the importance of sustainability, and the joy of nurturing living things.

In communities where many families do not have access to gardens, outdoor learning takes on an even greater importance. Our polytunnels provide a shared space where children can:

- Experience the natural world first-hand.
- Develop life skills linked to health, nutrition, and wellbeing.
- Build teamwork, patience, and perseverance through collaborative planting and harvesting.
- Find calm, joy, and belonging in a green environment that supports their mental health and emotional regulation.

We recognise that access to nature is a fundamental part of childhood and a powerful tool in raising aspirations, confidence, and resilience. By embedding gardening and outdoor learning into the curriculum, we give children the chance to thrive in ways that extend far beyond the classroom – helping them to become healthier, more engaged, and more connected to their community and environment.

Outdoor learning in the polytunnels is directly linked to the National Curriculum:

- **Science:** pupils observe and explore plant life cycles, growth, seasons, and habitats through first-hand experience, deepening their understanding of living things and the environment.
- **PSHE and Healthy Living:** pupils learn about nutrition, where food comes from, and the benefits of healthy eating, as well as developing habits that promote physical and emotional wellbeing.
- **SEND Provision:** the polytunnels provide a calm, sensory-rich learning environment where pupils with additional needs can regulate emotions, practise fine and gross motor skills, and access learning in a practical, meaningful way. Outdoor learning offers an inclusive platform where success is not dependent on written outcomes but on participation, collaboration, and discovery.



The following planning is mapped and schematically linked to our ambitious curriculum. Any green highlights refer to planning that can be accessed by following the hyperlink and printing it out.

Year: 1

General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.
- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- Gardening <https://schoolgardening.rhs.org.uk/home>



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Poetry Outdoors Trailblazer Outdoor Spelling and Punctuation Activities					
Maths	Fractions Outdoors Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Size Measurement Activities Outdoors					
Science	Plants and Their Growth How are seeds dispersed? Go on a seed safari around the school grounds or local area Spotter sheet to identify tree seeds Spotter sheet to hunt for Autumn berries, nuts and seeds Make seed bottles What are the two types of trees? Trailblazer Tree Activities Tree ID	Animals and Their Needs What was Charles Darwin famous for? How can we classify animals? Trailblazer Pond Dipping Activities Trailblazer Minibeast Activities	Human Body Senses How do microscopes help us? How do we hear sound? Sound maps Sensory Trust Sound activities Sound Telephone	Forces and Magnets Identify magnetic and non-magnetic objects outside the classroom Googly Eyes – Exploring Magnetism Outside	Seasons and Weather The Met Office Extreme Weathers Free Cloud pack Cloud Appreciation Pack Cloud Appreciation Society	Taking care of the Earth Natural materials Man-made materials Identify man-made and natural materials outside the classroom Reduce Reuse Recycle
Art & Design	Prehistoric Art Primary and Secondary colours Tint and Shade Cave paintings Trailblazer Stone Age Themed Activities	Sculpture Clay techniques Tree faces Relief sculpture Stone age carvings (Orkney Venus)	Works of Art Primary and Secondary colours Complementary colours	Elements of Art: Shape and Texture Primary and Secondary colours Techniques		

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Charcoal paint					
Geography	Spatial Sense What is the difference between physical and human features? Identifying physical and human features on your school ground / local area	Islands	British Isles	Significant People and Explorers Australia	The Commonwealth Nations: Kenya	Geographical Symbols London
History	Ice Age What is a glacier?	Stone Age What is Skara Brae? Trailblazer Stone Age Themed Activities	Iron Age Celts Keeping areas well protected Where did the Iron Age Celt's live? Trailblazer Celts and Iron Age Themed Activities	Significant People - Explorers	Kings and Queens The Lord Protector The Bill of Rights	Significant people who have contributed to society The Mayor of London The Prime Minister



Year: 2

General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.
- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- Gardening <https://schoolgardening.rhs.org.uk/home>



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Pasty Outdoor Trailblazer Outdoor Spelling and Phonics Activities					
Maths	Fractions Outdoor Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Size Measurement Activities Outdoors					
Science	Animals – Including Humans What is a habitat? Trailblazer Habitat Activities Outdoor How do chicks hatch from an egg?	Living things and their habitats What is a microhabitat? Trailblazer Habitat Activities Outdoor	Everyday Materials What is the difference between a man-made object and a natural object?	Plants and their Growth How are seeds dispersed? Collect seeds on around the school grounds or local area and classify	Introduction to electricity What is static electricity? What makes an electrical circuit work?	Introduction to Astronomy What is a shadow? Trailblazer Sub Activities What is the difference between terrestrial and gas planets?

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What is a life cycle? Create life cycle of eg a bird out of natural materials Life Cycle Role Plays</p> 	<p>What is the problem with plastic? Rot or not? investigation - burying different rubbish and seeing what rots over time</p>	<p>Identify man-made and natural materials outside the classroom What is the difference between a solid, liquid and a gas? Melt ice to water to steam on a campfire Explore evaporation on the playground</p>	<p>according to dispersal method. (Possibly better to do in Autumn) Seed trial for identification Make seed bombs Why are plants important to humans?</p>	<p>Electricity symbols relay</p> 	<p>What is a meteorite?</p>
Art & Design	<p>Mesopotamia Cylinder Seal Different art forms Techniques</p>	<p>Ancient Egyptian Art Techniques to add texture Egyptian colours</p>	<p>Elements of Art: Shape and Texture Primary and Secondary colours</p>	<p>Medieval Art Calligraphy, illumination Medieval relief carving</p>		
Geography	<p>The World – Globes and Maps</p>	<p>Egypt</p>	<p>Spatial Sense – the school setting Sketch map Create map of school outdoors</p>	<p>Climate Climate zones UK weather patterns Free Cloud pack Cloud Appreciation Pack - Cloud Appreciation Society Monitor the weather – wind, temperature, rainfall etc could also be longitudinal science study</p>	<p>Northern Europe - Scandinavia</p>	<p>Regions of the UK</p>
History	<p>Mesopotamia What is cuneiform? What is a ziggurat?</p>	<p>Ancient Egypt How were the pyramids built? Why did the Ancient Egyptians use Mummification? Mummify an orange</p>	<p>Romans in Britain Who was Boudicca? Trailblazer Roman Themed Outdoor Activities</p>	<p>Anglo Saxons Who were the Anglo-Saxon warriors? Who was King Arthur? Trailblazer Viking and Anglo Saxon Themed Outdoor Activities</p>	<p>Anglo Saxons Who were the Anglo-Saxon warriors? Who was King Arthur? Trailblazer Viking and Anglo Saxon Themed Outdoor Activities</p>	<p>The Normans What is the Bayeux Tapestry? Why did the Normans build castles?</p>



Year: 3




General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.
- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- [Team Building](#)



- Gardening <https://schoolgardening.rhs.org.uk/home>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Poetry Outdoors Trailblazer Outdoor Spelling and Phonics Activities					
Maths	Fractions Outdoors Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Six Measurement Activities Outdoors					
Science	Animals including Humans Food Chain and Food Web Trailblazer Food Chain and Food Web Activities Natural Nations Survey Human Skeleton, Bones and Muscles Make a skeleton out of sticks  Animals can be grouped based on what foods they eat	Light The eye Light Sources The Law of Reflection	Rocks and Soils What is the link between rocks and minerals? Why are fossils important to our understanding of prehistory? Trailblazer Soil and Mud Activities	Forces and Magnets What is a magnetic field? What is a compass? Identify magnetic and non-magnetic objects outside the classroom Googly Eyes – Exploring Magnetism Outside	Plants and their Growth Parts of a Flower Use natural resources to create parts of a flower (assessment opportunity)  Life Cycle and Conditions for Growth Different varieties of plants	Plants and Pollination Methods of Seed Dispersal See seed activities in Trailblazer Newsletter Autumn 1 2022 eg Sprout your socks Seed dial for identification What is pollination?
Art & Design	Art of Ancient Greece and Mythology Types of sketches Techniques for creating a sculpture	Art of Japan Trailblazer Hapa Zome Trailblazer Japanese Art of Hapa Zome	Elements of Art: Line, Symmetry and Form Create natural Mandalas outdoors	The Art of Drawing: The Human Face		



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Geography	Geography of Greece	Geography of East Asia	Western Europe	Settlements and population	Local Area & Community Maps, land use and navigation with a compass Orienteering Skills Years 1-6 and beyond 1st Compass Treasure Hunt	Rivers and Basins The water cycle and features of a river Make mini water cycle Make water cycle out of natural materials (assessment opportunity)  Trailblazer River Studies Fieldwork Use natural resources to label features of a river 
History	Ancient Greece Contributions on the Modern World Trailblazer Ancient Greece Themed Outdoor Activities	China Contribution to the Modern World	Plantagenets Crime and punishment under Henry II Magna Carta	The Black Death & the Wars of the Roses Black Death (The Plague) The Peasants' Revolt	Tudor England The Protestant Reformation Henry VIII and his Wives	Elizabethan England

Year: 4



General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.
- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- [Team Building](#)
- Gardening <https://schoolgardening.rhs.org.uk/home>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Poetry Outdoors Trailblazer Outdoor Spelling and Phonics Activities					
Maths	Fractions Outdoors Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Size Measurement Activities Outdoors					
Science	Electricity Electricity symbols relay 	States of Matter Heating and cooling materials over a campfire e.g. ice cube ->water -> steam Children represent their understanding of solids, liquids and gases using natural materials Reversible and irreversible changes of materials cooked on a fire eg chocolate, popcorn	Sound What is meant by pitch? Sensory Trust Sound Activities	Living Things and their Habitats What are vertebrates? Make a skeleton out of sticks and label parts 	Animals including Humans: The Digestive System The human digestive system Outdoor STEM: How Long are Your Small Intestines? Why do different animals have different digestive systems?	Living Things and their Habitats (Ecology) What is a habitat? Trailblazer Habitat Outdoor Activities School Grounds Wildlife Survey What impact do natural disasters have on the environment?
Art & Design	Monuments Ancient architecture Mosaics	Elements of Art: Space	Elements of Art: Light	Elements of Art: Design		
Geography	Mediterranean Europe	Russia	Local Area: Changes Explore local area What is the area round our school like? Roadside Air Quality Survey	South West UK Coasts coastal landforms, longshore drift Trailblazer Reach Studies Fieldwork and Follow Up Activities	Mapping London's Changes	Northern Ireland

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Planting for clean air at your school			
History	Ancient Rome Contributions to the Modern World Roman Themed Outdoor Activities	Ancient Rome – From Roman Republic to Roman Empire Roman Themed Outdoor Activities	The Stuarts The Gunpowder plot The Divine Right of Kings	The English Civil War Charles I vs Parliament	The Plague and The Great Fire of London	The Glorious Revolution



Year: 5

General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.
- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- [Team Building](#)
- Gardening <https://schoolgardening.rhs.org.uk/home>



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Poetry Outdoor Trailblazer Outdoor Spelling and Phonics Activities					
Maths	Fractions Outdoor Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Size Measurement Activities Outdoors					
Science	Earth and Space Our Solar System Day and Night and the change in seasons occur as a result of the Earth rotating the Sun Sundials – See Trailblazer Sun Activities	Forces What is a force? What is gravity? A Easy Rockets Kids Can Make science sparks.com	Properties and Changes of Materials What are soluble and insoluble substances? What are reversible and invisible changes? Melting ice cube > water-> steam on campfire Cooking on campfire for reversible and invisible changes	Living Things and their Environment Reproductive parts of a flower Use natural resources to create parts of a flower (assessment opportunity)	Human Biology Modern medicine Human development (Link to PSHE) Nutrition (process of providing or obtaining the food groups necessary for health and growth)	Revision unit Fossils Explanations Sound understanding Sound Mapping


Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				 <p>Life Cycle and Conditions Finding out about different gestation periods Why do birds use nests to protect their eggs?</p>		
Art & Design	Language of Art: Style Oil pastel techniques Creating depth	Landscapes Watercolour techniques Paint your landscape outdoors	Art of China	Photography		
Geography	Spatial Sense Four and Six-Figure Grid References Create a map of the school field and add 4 / 6-figure grid references. Give children grid references to navigate to find clues. eg unscrambling a word from the letters they found at the grid references. See also Orienteering Skills Years 1-6 and Beyond	Seas and Oceans Trailblaze: Beach Studies Fieldwork and Follow Up Activities	Mountains of the World	Earthquake and Volcanoes Use natural materials to represent volcano, label the parts 	Global trade	Islands of the World
History	18 th Century Britain When were the Stuarts in power?	How Britain gained an Empire Colonisation and Trade India and the British Empire	Local Area Study Propaganda The Blitz in Southampton	Non-European History: American Revolution	European History: French Revolution	Abolition of Slavery

Year: 6

General Outdoor Activities:

- Short, mainly sensory activities for exploring the outdoors [Exploring Activities Outdoors](#) good for building confidence in staff and children.

- Scavenger hunts for times tables, maths problems, text, information etc
- Use orienteering map / map of school grounds for places to collect information [Orienteering Skills Years 1-6 and Beyond](#)
- [Team Building](#)
- Gardening <https://schoolgardening.rhs.org.uk/home>
- John Muir Environmental Award as post-SATS activity [John Muir Award - What's it all about? - YouTube](#)
- <https://www.johnmuirtrust.org/john-muir-award>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Trailblazer Poetry Outdoor Trailblazer Outdoor Spelling and Phonics Activities					
Maths	Fractions Outdoor Outdoor Number Activities Outdoor Times Tables Games and Activities Outdoor 100 Square Activities Outdoor Maths Shape and Angles Activities Size Measurement Activities Outdoor					
Science	Light Features of the Eye How does light travel? Trailblazer Sun Activities	Electricity Conductors and Insulators Electrical circuits Electricity symbols relay 	Classification of Living Things Different types of microorganism	Evolution & Inheritance Human evolution Inherited characteristics	Human Body: Circulation Blood is important (Curricula link to PSHE) The Human Heart Year 6 STEM Activity The impact of abusing your body. (PSHE)	Transition to Secondary Unit What is the makeup of an atom? Outdoor Atomic Modelling What is a molecule?
Art	Lowry	Victorian Artists	American Artists	Art of Latin America		
Geography	North West England	Spatial Sense To understand how maps are used for different purposes Use different types maps of local area to navigate Orienteering Skills Years 1-6 and Beyond	North America	South America	Shackleton & Antarctica	Cities of the UK
History	The Industrial Revolution The Agricultural and Industrial Revolution	19th Century Britain Victorians	Non-European Study - US Civil War	Civilisation Study - Incas	British Empire	Second World War Dig For Victory growing food Cross curricular topic dig for victory - Teach Primary

Expectations of children's handwriting

We place equal importance on the development of transcription skills (handwriting and spelling) as we do on the teaching of new knowledge and wider curriculum skills. Strong transcription skills allow children to write fluently, freeing them to focus on composition, creativity, and depth of thought.

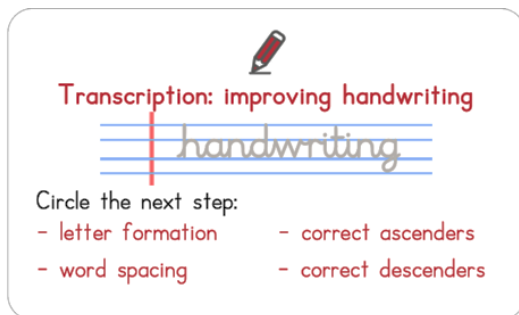
Expectations for Teaching Handwriting

- **Systematic Approach:** Handwriting must be taught systematically, following the progressions set out in the **LetterJoin programme**.
- **Early Years & Key Stage 1:** Children are taught **pre-cursive handwriting** from the outset. This ensures that correct letter formation, orientation, and joins are embedded early.
- **Key Stage 2:** From **Year 3 onwards**, children move to a fully **cursive style**, in line with the LetterJoin scheme.
- **Assessment & Support:** Teachers are expected to use the **diagnostic assessments within LetterJoin** to identify areas of difficulty and to provide targeted support where needed.

Teacher Responsibilities

- **Consistency:** Every teacher has a duty to ensure that handwriting is taught and practised with the same rigour as other areas of the curriculum.
- **Modelling:** Teachers must model accurate letter formation and cursive joins consistently in their own writing on boards, displays, and marking.
- **Follow-Up:** Handwriting errors should never be ignored. Teachers are expected to follow up misconceptions immediately and to provide children with opportunities to practise and improve.
- **Daily Practice:** Handwriting should be a regular, timetabled feature, with additional reinforcement across subjects whenever children are writing.

Marking and follow up



Transcription: improving handwriting

Circle the next step:

- letter formation
- word spacing
- correct ascenders
- correct descenders

Children need to be given precise feedback to understand how to improve.







Our stickers should be used to demonstrate where handwriting isn't meeting the right standard.



Practise opportunities need to reinforce correct and precise examples of how we want the writing to look in a child's book.

The example above is used using LetterJoin – where the teacher has typed up a model sentence, with the ascenders and descenders demarcated on the lines required to support them to improve. This provides the child with an example of what is expected and guidance to copy.

Learning Intention and Success Criteria (LISC) Plans

Weekly Core - Learning Intention & Success Criteria Planning Progression Grid						
Teacher:	Reading Progression (Set: ...)		Writing Progression (Set: ...)		Mathematics Progression (Set: ...)	
						
Monday	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)	SPAG embedded and needing attention (why? and who?)	SPAG embedded and needing attention (why? and who?)	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)
	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3
Tuesday	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)	SPAG embedded and needing attention (why? and who?)	SPAG embedded and needing attention (why? and who?)	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)
	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3
Wednesday	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)	SPAG embedded and needing attention (why? and who?)	SPAG embedded and needing attention (why? and who?)	Misconception teaching required from tests (What? Why? Who?)	Misconception teaching required from tests (What? Why? Who?)
	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3	L.I. Success Criteria: SC1 SC2 SC3

The **Learning Intention and Success Criteria (LISC) Planning** is the foundation of teaching and learning at Valentine. Its purpose is to ensure that all lessons are:

- **Progressive** – building knowledge and skills in a logical sequence over time.
- **Responsive** – adapting to identified needs, gaps, and misconceptions.
- **Focused** – centred on what pupils need to know, understand, and be able to do.

Progression and Knowledge Development

LISC planning should show a **clear progression** of skills and knowledge. Each lesson should connect with prior learning, consolidate where necessary, and prepare children for the next step. Planning must not become **generic or repetitive**. Repetition should only occur if it is purposeful—to support retention, strengthen fluency, or repair misconceptions.

Purposeful Misconception Teaching

The **misconception element** is a deliberate and essential part of our planning model. It is designed to:

- Identify gaps in pupil knowledge and skills.
- Unpick and address misunderstandings systematically.
- Use our agreed diagnostic tools—**ReadTheory, IXL, and PiXL**—to provide precision in identifying what pupils do not yet know or cannot yet do.
- Plan targeted teaching that repairs learning quickly and effectively.

Teacher Responsibility

Teachers have a professional duty to ensure that:

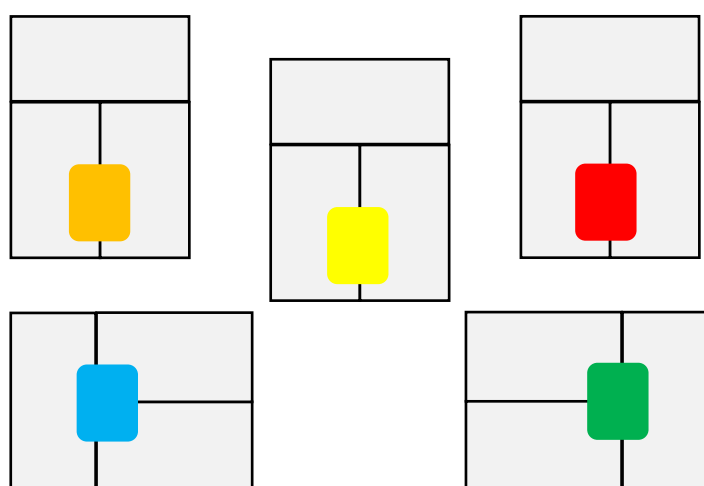
- Transcription, spelling, and core skills receive the same priority as new curriculum knowledge.
- LISC planning captures progression across the week and is not a “tick-box” exercise.
- Differentiation/adaptive teaching is clear, purposeful, and linked to identified pupil needs.
- Re-teach sessions (following assessments or prior to new units) demonstrate **how** the approach is adapted to secure learning, not simply repeated.

Pedagogy – Teaching and Learning Expectations

Classroom Organisation

To meet the needs of our pupils, we set all children from Year 1 to Year 6 in Writing & Reading and Mathematics. This ability grouping supports teachers to plan lessons that are specific to the needs of their set, rather than trying to adapt planning for a spectrum of need across the classroom.

Pupils are to be grouped in 5 table groups of 6, in the following formation





Adaptation group 1	
	Lowest ability range within the set. In set 3: SEND pupils may have 1:1 or TA support at this table.
	Lower ability within the set. In set 3: pupils may have TA support on this table.
Adaptation group 2	
	Mid ability range within the set.

Non-negotiables:

- At least two-way adapted teaching in place for all Writing, Reading and Maths lessons to meet specific needs. (*Teacher Standard 5*)
- The LI and SC should be progressive. **Blue and Green pupils will not be completing the same work as Yellow, Orange and Red pupils.** (*Teacher Standard 5*)

What do progressive Learning Intention (LI) and Success Criteria (SC) look like?

Writing	
	
<p>LI: I am able to demarcate multi clause sentences with the correct punctuation</p> <p>SC1 - I can identify the two individual clauses</p> <p>SC2 - I can suggest punctuation to demarcate the clauses</p> <p>SC3 - I can explain how the punctuation helps to embed the clause</p>	<p>LI: I am able to use dashes to indicate parenthesis</p> <p>SC1 - I can explain how the punctuation helps to embed the clause</p> <p>SC2 - I can confidently identify where the dashes should be added and can suggest alternative punctuation to show that it works.</p> <p>SC3 - I can write 2-3 sentences using parenthesis within my application task</p>

The model on the left is an upper key stage 2 writing intention example. It would be delivered through contextual teaching, not as an individual lesson.

The LI and SC are progressive as they build the knowledge of grammar and combine this with the skill of demonstrating how to use it in their writing within the lesson.

How teachers achieve this in delivering the lesson is up to them. Suggestions include:

- Focus group teaching.
- Carpet time with the two differentiation groups separately.

Parent/Carer Meeting Proforma

Date of meeting:	Time of meeting:
Pupil full name:	Pupil Year Class & Year Group:
Parent/Carer name:	
Parent/Carer name:	Staff member(s):

Meeting initiated by: (circle)	Staff member	Parent/carers
Purpose of the meeting:		
Issue/s discussed:	Next steps agreed:	

Signed staff member:	Signed parent/carers:
Date:	Date:

Please ensure that this is signed by all stakeholders and given to the office for the pupils' personnel folder.

Low Level Concern Reporting Form	
Name	
Role	
Date and time of completing this form	
Details of individual (including yourself for self-reporting) whom the concern is about	
Name	
Role	
Relationship to the individual reporting eg manager, colleague	
Details of concern	
<p>Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct?</p>	
Details of any children or young people involved	
Name	
For use by HT/safeguarding team upon receipt of the concern	
Date and time concern received	
Signature	
Role	
Actions to be taken and follow-up.	

