



**Rossmere
Academy**

ENRICHING EDUCATION

Staff Handbook

**(this applies to all staff,
volunteers and students)**

Updated September 2023

Staff Handbook (non-negotiables)

This contains summaries of a number of school policies. It is intended to be a handbook for all staff, students and volunteers to read. If you need more detail on any of the areas in this handbook please ask to see a copy of the full policy.

This handbook refers to 'staff' as any adult working, volunteering or training within the school.

Please note that Extol Trust Code of Conduct should be read alongside this handbook.

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Please note also the meetings calendar that will be given out at the beginning of every term.

Professional Standards

We are passionate about providing exceptional educational experiences for pupils, parents and carers. They are at the heart of everything we do. We employ some of the most outstanding, dedicated and professional staff, who are committed to recognising our children's right to a high quality educational experience.

These are the standards to which we work and they are evident in everything we do:

1. Always be friendly and welcoming with pupils, parents, colleagues and visitors.
2. Be polite and courteous at all times with everyone you meet.
3. Respect others and their views.
4. Work as a team, share what you know with others.
5. Respect the school environment, always keep learning areas tidy.
6. Remember that everyone is an individual and it is your behaviour that sets the example.

[This Code of Conduct also applies to any volunteer, student or external agency working in our school]

Dress Code

We operate a 'smart casual' dress code in school for all staff. The clothes you choose to wear for work will affect the opinion other adults have of our professional standards – parents, visitors, general public.

The clothes you wear for work are dictated partly by the role you carry out – if you spend much of the day sitting on the floor with the children, supervising outdoor learning or engaged in positive handling then leggings, black jeans and trainers are appropriate. If your role involves standing in a classroom teaching or supporting and sitting at a desk, then it is more appropriate for you to be wearing smarter clothes and shoes.

For attending meetings with parents or other professionals, you need to look professional. A T-Shirt and trainers is inappropriate in these circumstances.

Staff Absence

All staff have a responsibility to their colleagues and pupils to attend work regularly and punctually. Please remember that if you are absent, your colleagues will have to do your work as well as their own. Because we are still paying your wages while you are absent, we cannot afford to replace you. Therefore please consider the impact on your colleagues and on the school budget.

There are times when absence from work is unavoidable, and there are procedures for this that should be followed:

- If a member of staff is unable to attend work due to illness then they should contact their team leader and assistant headteacher as soon as possible. Do not phone a colleague and assume the message will get passed on.
- If you are absent for several days it is your responsibility to keep school informed every day by 3pm about your likely return to work.
- If you require a leave of absence please understand that this may not always be granted and may not be paid.
- Although staff absence to care for a child is usually approved it is not always paid.
- Approval for Leave of Absence will take into account your attendance record.

Deadlines

All staff will be given deadlines for completing work – handing in data or planning, tidying an area of school, putting a display up etc. Not completing a task on time gives extra work to one of your colleagues. It is the responsibility of every member of staff to complete any task by the deadline given.

Staff Relationships

Everyone has the right to expect that their colleagues will be supportive, friendly and inclusive. We will achieve this by:

- Not excluding any member of staff from meetings, conversations or events
- Being open and friendly – greeting others with a smile
- Not complaining or gossiping about a colleague – if you have a genuine complaint this should be mentioned to senior staff to be addressed, not discussed in the staffroom
- Treating every colleague as an equal – we are all professionals and our knowledge and skills should be respected by everyone else
- Taking and giving professional advice as support and not criticism.

Pupil / Teacher / Parent Relationships

It is the responsibility of all staff to build good professional relationships with all the children that you come into contact with. It is vital that you build these relationships so that:

- Children have respect for you and want to please you
- Children know what you expect of them
- A child can come to you with any problem or concern that they may have
- You understand what motivates every child and plan to meet their needs
- A child will respond positively to you even when they are in trouble

Positive relationships are built by:

- Speaking to every child every day – giving them some of your time
- A kind word or smile in a corridor
- Showing children that you know their name (even those in other classes)

Relationships with parents are equally important – remember that no parent wants to hear criticism of their child so any negative feedback needs to be given sensitively. Parents want to feel that their child's teacher and support staff are approachable and do not dismiss their concerns without properly listening to them and investigating. If a parent is 'tricky', staff need to try even harder to build a positive relationship for the sake of the child.

In a small town where many staff know parents personally, it is very important that professional boundaries are in place. Staff must not discuss any school matters, children or other staff with a parent who they know personally. Their social media profile must not contain anything inappropriate or any negative comments about the school, staff, parents or children.

Staff Professional Standards

Please remember that you set the standard for children to

- Staff must not be drinking in assembly or while teaching (except for a drink of water at a time they would also allow the children to drink)
- In assembly all staff must be calm, not raise their voice and not talk to colleagues of children – show respect for the adult leading assembly
- Staff must not take children into the staffroom or allow them to go into the PE cupboard, office, photocopying room or conference room without an adult.

Safeguarding

Designated Safeguarding Lead	-	Debbie Anderson (deputy headteacher).
Deputy Safeguarding Lead	-	Caroline Reed (headteacher) Louise Banks (parent support advisor)
Other staff to report to	-	Karen Anderson, Julie Claydon, Paula Hassan

Responsibility of all staff

- To listen to any concerns that a child has and record these accurately on CPOMS (this must be done by the person the child disclosed the information to, as an audit trail)
- Spotting hazards on the school site that may injure a child and dealing with this hazard (reporting immediately to SLT and the caretaker, moving or guarding the hazard to prevent injury)
- Reporting to SLT any colleague whose behaviour with children gives you cause for concern (over familiar with children, unkind or very angry with a child in an inappropriate way)
- Reporting to SLT and recording on CPOMS any information received about a parent within the community (inappropriate behaviour, criminal activity etc)
- Reporting to SLT any information received about a staff member outside school (inappropriate or criminal behaviour)
- Challenging any adult on school site (parent, carer or visitor) who behaves inappropriately (overly chastises a child, possibly under the influence of a substance etc)
- Challenging unknown adults on or around the school site.

Mobile Phones

- Staff must not use mobile phones for personal calls during work time or when children are present
- Staff using their personal mobile phone to upload photographs to the school facebook page must delete the photographs from their phone immediately.
- Only designated staff (with permission from SLT) must use their own phone to take photographs of children to upload to facebook.

Behaviour Management / Supervision

- All staff are responsible for supervising children adequately at all times. Staff must not walk past an incident of poor behaviour without challenging it – no matter what year group the children are from. It is everyone's responsibility to protect children.
- No child should be left unsupervised for any length of time. If a child has an accident whilst unsupervised, this is the responsibility of the last member of staff who dealt with them. If a child is kept in over break time the adult keeping them in is expected to supervise. Staff should not be leaving a class or group to go to the toilet, photocopier or to collect resources.
- All staff (whether trained in Team Teach or not) are expected to use 'reasonable force' to keep a child safe. This may involve physically splitting up a fight, removing a child from harm or preventing them from hurting themselves.
- Incidents requiring 'Team Teach' should usually be carried out by staff with recent training. However it may be necessary in an emergency for non-trained staff to assist. This is fine and covered under use of 'reasonable force'.
- All staff are responsible for stopping behaviour that could lead to a child being hurt – play fighting, climbing, running inside etc.
- Staff on duty must be vigilant and watch the children – and not stand around chatting in groups or to an individual child for too long.

Registers / Attendance / Punctuality

Attendance and punctuality must be recorded accurately by staff.

Ensuring good attendance and punctuality is a parent's responsibility – failing to do so could indicate a safeguarding issue for the child, so it is essential that staff take their own responsibility seriously:

- Completing the register on time every morning and afternoon – calling every child's name and accurately recording any child not present in your classroom or accounted for. Do not assume they are in the toilet – if you haven't seen them, record them as absent.
- Challenging a child who has been absent for the reason for their absence. Record on CPOMS any concerning or conflicting accounts.
- Challenging a parent whenever a child is late for the reason.
- First day response – speaking to a parent every day a child is absent unless the reason is known and verified (chicken pox, holiday). If a parent does not answer the phone a home visit should take place.

Pupil Dress Code

- We provide PE kit for every child in school. Therefore there should be no reason for a child to miss PE. If a child is avoiding PE or avoiding getting changed, this should be recorded on CPOMS and the parent spoken to.
- Jewellery is not allowed on the grounds of safety. We allow one pair of small stud earrings that must be removed for PE lessons. It is the responsibility of all staff to challenge children wearing jewellery and speak to parents about it. Any concerns that this raises should be recorded on CPOMS (e.g. body piercings)
- It is our responsibility to check that children are wearing suitable footwear that is safe, and if concerned that we speak to parents about this. If we notice inappropriate footwear but do nothing about it and the child has an accident, that is our responsibility.
- If a child arrives at school dressed inappropriately for the weather or in ripped or dirty clothes, this should be discussed with the parent and recorded on CPOMS. The child should be offered replacement clothing from the rail in the entrance hall.

Communication

- All staff have access to a shared Outlook Calendar – please check this weekly for diary dates and add any dates that you wish to share with others
- Sharepoint – Rossmere Staff is where updates and important information will be stored for all staff to access
- Important messages and information are sent out via email. Sometimes these messages are sent to team leaders for them to distribute to all members of the team and sometimes to every member of staff (depending on the information being shared). It is the responsibility of every member of staff to check their school email account regularly.
- All important documents from either our school or Extol Trust will be saved on Sharepoint. Please check here for anything you may have missed.
- We have a school 'Messenger' group. This is used to share staff social events, news, updates etc
- Some teams also have their own Messenger or WhatsApp group.
- Information about children must be recorded on CPOMS. Please remember to alert staff who need to know about the incident.
- Emails are sent at times to suit the sender as we all work at different times of the day. There is no expectation that you access your emails or reply to anything outside of your directed time.

Professional Development

- All staff are expected to attend staff and team meetings. These are on a Monday or Wednesday from 3.30 to 4.30. This is when everyone will be given information or trained in a new policy or way of working. It is essential that staff come to these meetings ready to listen with somewhere to record any key points. A calendar will be published at the end of term with all meeting dates for the new term.
- Sometimes there will not be a staff meeting, but tasks will be given as directed time. This is to ensure that whole school organisational tasks are carried out with all staff supporting each other.
- All staff are expected to attend PD Days (part time staff will be told in advance which PD Days they should attend). PD Days are used for shared learning on a subject or on whole school organisational tasks. These days are essential to your professional development as they are designed to upskill staff and provide refresher training.
- All teachers are part of a curriculum facilitation team to support each other with leading a subject. These meetings are held once every half term on a Tuesday or Wednesday from 3.30-4.30

PPA Time

Every teacher is entitled to 10% of their weekly teaching time as non-contact time in which to carry out planning, preparation and assessment. This is timetabled so that all teachers can work with their planning partner.

Communication with Parents

Curriculum Newsletter

At the start of every half term, all teachers should send out a curriculum newsletter to their parents –

- Details about the project for the half term
- Details about the class novel for the half term or the author of the half term if the teacher is reading shorter books
- Reminders about PE, swimming, Forest School etc
- Details about any forthcoming trips, memorable experiences etc
- Reminders about home learning

Homework

We do not send home worksheets or other similar activities for homework, as they are not meaningful activities. The homework for all year groups is –

- Reading – reading book should be read every night at home. This should be changed in school as soon as child has finished it (unless you are asking them to reread it for confidence). Teachers need to work out strategies for managing this, including encouraging children to change books independently.
- Tables / Number bonds – this could be on paper to practice if needed.
- Log in details and work set on Maths Shed and Times Table Rockstars.
- Spellings to be learnt on paper with work set on Spelling Shed.
- A grid of creative home learning linked to the class project (with rewards for completion)

Class Dojo

Teachers should plan to use Class Dojo as their main way of communicating with individual parents or with the whole class. Work can be uploaded, photos of homework activities, letters or good work can be posted. Parents will message teachers through Dojo and teachers should reply on school days. There is no expectation that you will reply after 4pm or at weekends / holidays.

Posts to the whole school should be shared on School Story

School Gateway App

All parents are encouraged to register on the School Gateway. We can send app messages and emails to every family in the school for free through the app. Parents can also use it for –

- Paying for dinner money
- Booking and paying for breakfast club
- Giving consent and paying for trips
- Checking their child's attendance and reporting absences
- Checking the details we hold about them and reporting change of address or phone number

Facebook

We have a public facebook page that is used to share general information and also as a public relations tool to share good news with the wider public. Comments are switched off, though people can still send messages to the page.

Behaviour Policy - Summary

Staff should remember that they are responsible for the behaviour of children in their care – if behaviour is poor, they must first look for a possible reason before punishing the child:

- Is the work planned at the right level for the child (not too hard or too easy)?
- Are classroom routines easy to understand and consistent?
- Have the children been sitting in one place for too long?
- Does the child have a problem and has the staff member tried to understand and solve it?
- Do the children know what to do and what is expected of them?
- Is general classroom behaviour calm and focused (a chaotic classroom can encourage poor behaviour in some children)?

Our School Rules

We only have 3 rules throughout school. Staff in all areas should use these rules when explaining to children what they have done wrong. Children who all follow our school rules are 'Being Rossmere'.

Be Ready

Be Respectful

Be Safe

Be Rossmere

Praise in Public

Adults should focus their attention and praise on the children making good choices -

- Praise fantastic walking, fantastic sitting, fantastic listening – praise it all the time, in a cheerful manner
- Celebrate children who's learning or behaviour always demonstrates Rossmere values.
- Shout Outs on Facebook page or group (if using photos) for children who have done something amazing – this is public so parents love this
- Praise Assembly every Friday to present certificates
- Stickers or stamps in a child's book for excellent work
- Awarding points on Class Dojo on a daily basis so that children and parents can see that good work and behaviour is noticed and rewarded.
- Awards at the end of every half term for all children who consistently demonstrate Rossmere values

Reprimand in Private

Children should not be publicly reprimanded – where possible, adults must take the child to one side or speak to them after the lesson if they have not followed the rules.

If a child is disrupting the lesson / playtime, the closest adult must –

- Speak calmly to the child to explain what they are doing wrong
- If they continue, they should be asked to leave the room or playground to wait in a designated area so that you can speak to them when they calm down (identify a space for your class, such as a comfy chair in the corridor)
- If they refuse to leave then the adult should ask for assistance from a colleague – sometimes a change of face can work very well.
- Time can be taken off playtime or lunchtime as a consequence for not following the school rules (the adult who took the time off should supervise this and use the time to speak to the child about

better choices in future). All incidents that result in a consequence must be recorded on CPOMS so that a record is kept.

- For a serious incident or repeated incidents, the children should be spoken to by the Team Leader or Assistant Headteacher. If this happens, parents must be informed. The response must be recorded on CPOMS.

Isolation

For children whose behaviour is dangerous, violent or seriously disrupting the learning of other children, they can have a period of time working in isolation. They should be encouraged to reflect on their behaviour so that they don't repeat it. This is a consequence designed so that children change their behaviour.

Isolation will take place with the Deputy Headteacher or Headteacher.

Fixed Term Exclusion

Fixed Term Exclusion is used only as a final resort when we cannot keep a child (or others) safe – they run away from staff, hurt children or staff repeatedly or put themselves at risk.

Positive Handling (Team Teach)

Please note that all adults in school are legally able to use reasonable force to prevent a child from hurting themselves or others. You do not need to be trained in Team Teach to do this.

Key staff at school have updated Team Teach training. They will use their skills to restrain a child when all other strategies have been exhausted. If staff need support when dealing with a child who is being violent or is known to be violent towards staff, they should always get help from the Team Teach trained staff.

Understanding Vulnerable Children

Vulnerable children are those with:

- difficult family circumstances (bereavement, loss of primary carer, separation etc)
- social care involvement
- looked after child or placed away from parents
- special educational needs

These children need care and compassion from adults who should be aware that they may sometimes struggle to follow the school rules. Staff must continue to have high expectations of all children, but should learn strategies for reprimanding children who are vulnerable (as they may not react in an appropriate way).

Curriculum

For all lessons, ask yourself – “why are you teaching this lesson to these children at this time?”

- If the answer isn't clear or doesn't focus on progress, then is it a worthwhile lesson?

Phonics

All children are taught phonics using the Read Write Inc scheme – this includes reading, writing and handwriting. Children continue on Read Write Inc until they are proficient independent readers.

Reading

Children who are still being taught phonics should be given phonics reading books that match the stage they are at.

Once a child can successfully pass a phonics screening check (regardless of age) they start to use Accelerated Reader – they complete an online assessment that determines their starting point, and can then choose to read any book at the appropriate level (completing an online quiz after reading).

All children from Reception to Year 6 have reading time from 8.40 to 9.10 every morning – the majority of children read independently and do Accelerated Reader quizzes, with the teacher supporting either individuals or a group.

English

The English lesson focuses on the teaching of skills needed for reading and writing.

- Teaching how to read
- Grammar and punctuation
- Spelling
- Handwriting
- Composition of a piece of writing

Teachers follow an 'S' Plan to ensure they are modelling skills needed for writing linked to the text they are reading, and also cover all National Curriculum objectives.

Each year group follow the progression in skills document for their children that includes suggested texts and assessment opportunities.

Further practice of English skills should be planned during Project lessons, where children can demonstrate the skills they have acquired.

Maths

The maths lesson focuses on teaching full coverage of National Curriculum objectives, using a 'Mastery' approach. This approach means that children are taught a skill or concept and practice this skill in a variety of way (varied fluency) until it is secure.

Planning is taken from White Rose Maths.

In addition to the 'numeracy' skills which are the most important, all teachers must also plan independent problem solving and reasoning activities.

Wider Curriculum

Our wider curriculum has been planned to be sequential and cover all the knowledge and skills necessary. All teachers must follow the medium term planning for their year group, producing their own short term planning.

Religious Education

This must be taught every week to all children. We follow the Hartlepool Agreed Syllabus. This can be found on Sharepoint. All children must also take part in a daily collective worship – this will either be an assembly or a talk in your classroom linked to a theme.

Physical Education

Our aim is for every child to have 2 hours of physical activity each week to build fitness, strength and agility. Lessons are timetabled as slots of either 30 minutes or 1 hour. Teachers may choose to include additional lessons to those timetabled.

The curriculum overview and planning can be found on PE Passport

Spanish

Modern Foreign Languages are compulsory for children in Key Stage 2. Every class has a timetabled 30 minute lesson with Lingotots – they work through a scheme and record in a work book.

Teachers in Key Stage 1 and Early years are encouraged to introduce children to Spanish through videos on Youtube or websites. This will help them to be aware of other languages.

PSHE

PSHE is essential to develop children's resilience and confidence. It should be used to teach children about their feelings and emotions, and also to show children that they can talk to you if they have a problem. This must be timetabled each week, and is often best taught through Circle Time. Resources and the curriculum can be found on Staff Shared (T drive).

Mindfulness

As a school we have a commitment to teaching children how to be more mindful, and how learning to be more mindful ourselves. This aims to improve mental wellbeing and create a calm mind for learning.

Mindfulness lessons happen straight after lunch for all children in school – this can involve colouring, listening to mindful music or meditation. Resources can be found in Staff Shared (T drive).

Outdoor Learning / Exploration

This is a key part of the curriculum at Rossmere. All children should have the opportunity to learn outdoors in a practical way. This can either be done in planned Forest School lessons, use of outdoor classrooms in Early Years and Year 1 or use of the school environment (wildlife area, raised beds or playgrounds in Key Stage 2 or playgrounds in Key Stage 1)

Timetabling

We have recommended timetables that ensure all curriculum areas are covered sufficiently. Teachers should follow these where possible as they have evolved through a year of testing and consultation.

If any teacher is unsure about the curriculum they should be teaching, or thinks that timetabling could be changed, they are encouraged to discuss this with our Assistant Headteachers who lead on the curriculum.

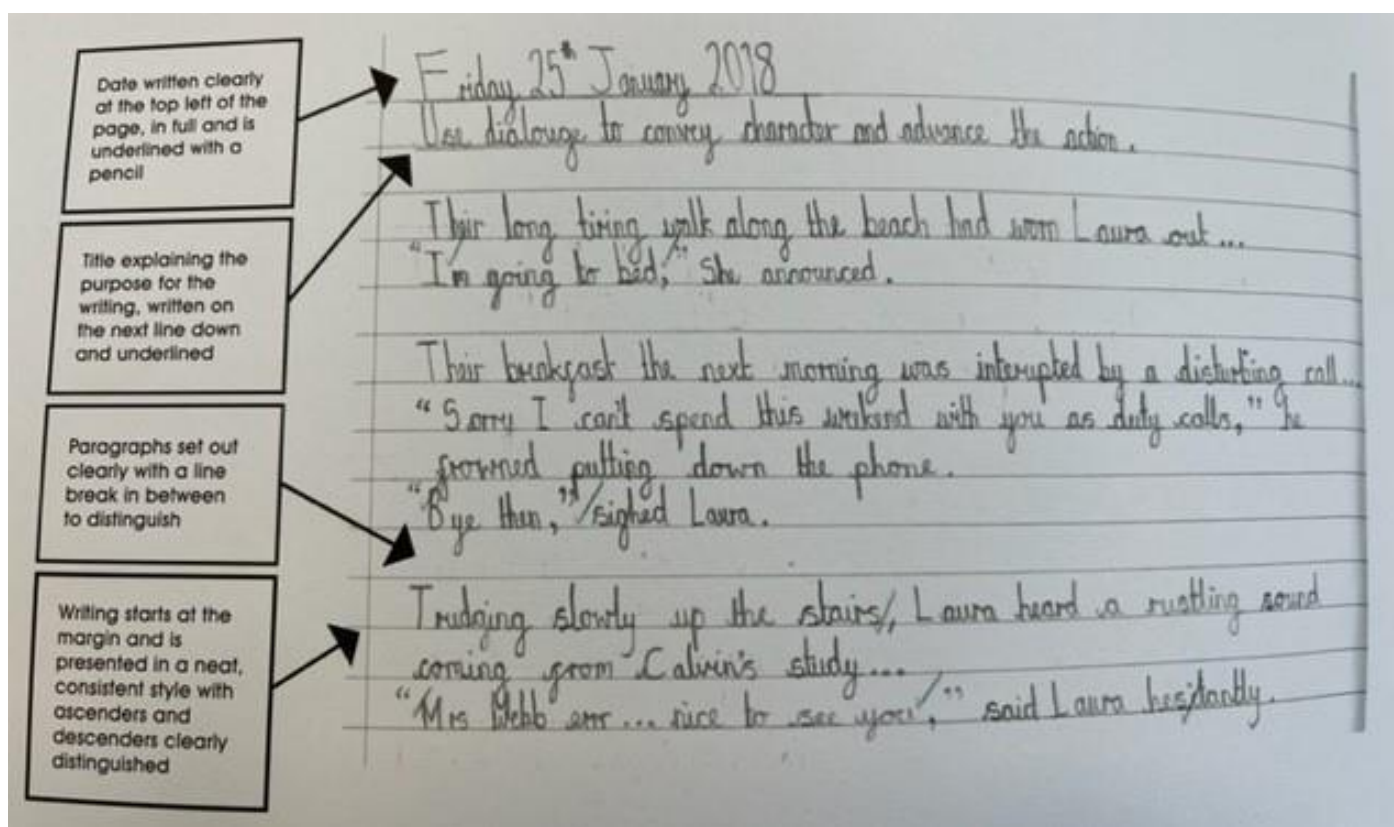
Marking and Presentation

Handwriting

Our handwriting policy is progressive and sequential. All staff are expected to teach handwriting and ensure that children produce writing that is neat and legible:

- We use the Letterjoin scheme to teaching cursive handwriting from Year 2 to Year 6
Google Letterjoin – Username is Rossmere_5 (for Y5 etc) – Password is letterjoin
- Nursery, reception and year 1 children are taught to print and to form letters correctly. When producing labels staff should use Infant Primary Sassoon font.
- In Year 1 and Year 2 children should be introduced to a pre-cursive script that will help them to fully join in Key Stage 2. When producing labels staff should use Letter-join cursive script so that children get used to it.
- In Year 2 children begin to use a cursive script. This is taught and insisted on until the end of Year 6. When producing labels staff should use Letter-join cursive script.
- A pen is introduced in Year 3. From this point all writing should be done in pen with pencil only used for maths and drawing. Children write in a blue handwriting pen.

Example of setting out



Marking and Feedback

It is the responsibility of all teaching staff to ensure that work is marked in a timely manner according to the school marking policy. Verbal feedback should also be given to children. The reason we mark work and give feedback, is so that a child:

- Knows how to improve their work or behaviour
- Understands exactly where they are going wrong
- Strives to be the best they can be
- Makes progress in their work or behaviour

Please read the Feedback Policy for more details

Methods of feedback

- Written feedback (including ticks and crosses) can improve attainment if it is very clear and accessible to the child (short, readable, next steps given)
- Self-marking encourages a child to identify whether they have met the learning objective by having a checklist of features or an answer sheet.
- Peer-marking can work very well as by marking another child's work every child gets to compare their work to their peers.
- Verbal feedback can save time but also be more powerful as the child can respond immediately.

We encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, to mark with a tick, when it needs highlighting, or when a next step comment is the right approach. This judgment needs to be based on what will most positively impact that child's progress.

Feedback in Books

There are several ways a teacher could choose to mark a child's work. The type of feedback will depend on the task, the expected outcome and the stage of development of the child.

- Every piece of work MUST be acknowledged by the teacher who has taught the lesson – initials should be written at the end of the piece of work, regardless of which method of feedback is used.
- Teachers must mark in green pen.
- Children must use red pen for any self-marking or corrections.
- Highlighting well-chosen vocabulary, phrases, punctuation or grammatical features is very effective in writing books. This would be highlighted in green
- Highlighting incorrect punctuation, common words spelt incorrectly, missing capital letters or sentences that don't make sense will help to show a child very clearly where the errors are. This would be highlighted in pink.
- In maths or any other subject where an answer is either right or wrong, ticks and crosses should be used.
- Written feedback should only be used when the child is able to read and understand

Why do we assess?

It is vital that the academic performance of every child is assessed and recorded at milestones throughout each year for the following reasons:

- To quickly identify any child who may have a specific learning difficulty
- To plan for the next steps in learning for every child
- To identify children with a particular skill
- To make sure all children are making the right amount of progress each year

Tests

At the end of every term, all children from Year 1 to Year 6 sit tests under test conditions –

- PIRA – reading test – this must be completed independently but children can be supported in small groups if this better meets their needs
- PUMA – maths tests – all questions can be read to the children
- Multiplication tables test (there is a time limit for this test)

There is no time limit for completion of the tests.

All children are expected to complete the test for their year group except those assessed as B (working more than 2 years behind their peers in reading or maths)

Results must be entered onto either MARK or SIMS.

Teacher Assessment

At the end of every term, all children from Year 1 to Year 6 are assessed by their teacher using a Comparative Milestone Assessment Tool. This can be found on Sharepoint. Evidence should be found in a child's books and classroom performance.

Teachers use the CMAT to make a judgement in reading, writing and maths:

- B – working more than 2 years below the expected level for their age
- T – working towards the expected level for their age (in Summer Term they could also be assessed as T+ if they are just below)
- E – working at the expected level for their age (in Autumn and Spring Term this would be T+)
- G – working above the expected level for their age (in Spring Term this would be E)

The assessed grade must be entered onto SIMS

EYFS Assessment

At the end of each term all nursery and Reception children should be assessed against all areas of learning. This is recorded on SIMS

Extol Assessment Calendar

This is published in staff diaries and on the termly calendar. It includes:

- Data drop dates for CMAT/TEG data
- Dates for PIRA/PUMA/Multiplication Tests
- Dates for practice Y2 SATs, Y6 SATs, Y1 Phonics and the test to be used

Staff Wellbeing

Staffroom

- The main staffroom is split into small seating areas so that staff can spread out, sit peacefully, chat to a smaller number of colleagues or work.
- There are fridges to store staff lunches.
- There are microwaves, a toaster and a sandwich maker for staff to use.
- Milk, tea, coffee and sugar are provided free of charge.
- There is a water cooler.
- There is a staff tuck shop with crisps, chocolate, cans of pop, cereal bars – money should be put into the 'honesty tin' or an iou to pay later.
- There is an 'emergency supply box' in the staffroom that can be accessed by all staff.
- Tea, coffee etc is funded directly from Extol Trust.

Hospitality Stations

There are 2 further hospitality stations around school –

- Nursery kitchen
- Conference Room upstairs

Feel free to use these stations to make a drink, but please bring your own mug – do not remove mugs from the Conference Room as they are for visitors.

Staff Counselling

Lynn Bailey, Place 2 Be Manager, is available to talk to staff who are struggling with an aspect of their personal or professional life. Please make an appointment to talk to Lynn after school on a Monday or Tuesday.

Work-Life Balance

We have a number of strategies in place to ensure that staff have a good work-life balance:

- Email policy – do not feel you have to reply immediately to emails sent late at night or at weekends. We all work at a time that works for us – you should answer at a time that works for you.
- Leave of absence for family events is granted where it does not adversely impact on our school.
- There is no expectation that staff are onsite outside of their directed time. Requests to take PPA at home may be granted occasionally.

Telephone Calls

There is a telephone in each area of school including the staffroom. Staff are welcome to use any phone and can get an outside line by dialling 9 first. Outside calls will be put through to the most convenient phone.

Social Events

Events that all staff are invited go will be posted on the whiteboard in the staffroom.

Quality Assurance

Rationale

- The best way to ensure high quality provision is to monitor regularly and identify any areas that require improvement.
- The purpose of monitoring is to ensure that the quality of provision for all children is at least good.
- Monitoring should be continuous and ongoing, rather than at specific times.
- In-school monitoring is the most important as it is diagnostic, encourages improvement and is used to share good practice.
- External monitoring will be carried out by the SIP (3 times a year), Peer Review (once a year), Subject Enquires (3 times a year) and Ofsted (every 3-5 years). This should reinforce the findings of in-school monitoring and not be a surprise.

Learning Walks

- Members of SLT will carry out informal learning walks every week.
- A Learning Walk can involve walking through a classroom / teaching area, or staying for up to 15 minutes to watch a specific lesson.
- Notes may be kept of Learning Walks that will be used to inform future actions of SLT.
- Feedback from Learning Walks may be given as whole school feedback.
- Individual feedback will be given either where outstanding practice has been observed or when the observer identifies an area for development.

Phase Reviews

- SLT will investigate the standards within a phase of the school over a 2 day period.
- This will involve learning walks, book scrutiny and pupil voice.

Book Scrutiny

- To share good practice, Book Scrutiny will involve the whole staff at least once a term. All staff will be invited to give feedback (positive and negative)
- Subject Leaders will carry out Book Scrutiny once a term by sampling work from across the whole school.
- Following any scrutiny, teachers will be given written feedback with areas for development and strengths. Feedback will be revisited to check progress.
- Extol Moderation takes place termly where books are shared with teachers from other schools.

Planning Scrutiny

- At Rossmere there is no standard planning format – all teachers plan in the way that helps them to deliver outstanding lessons.
- Planning should be available in the classroom at all times – any member of SLT or subject leader should be able to view it easily during Learning Walks etc. This should be well organised in a planning file.
- Should there be a concern about work in books, classroom management or quality of teaching, planning will be scrutinised in more detail.

Lesson Observations

- Formal lesson observations will be planned in advance with notice given.
- Lesson observations will be 30 minutes long (minimum)
- Should concerns be raised by Learning Walk, Book Scrutiny, progress data or classroom management issue, then a formal lesson observation will be planned.

Pupil Progress

- Where progress seems to be slow or anomalies are identified in submitted data, further investigation into the data will take place.
- Pupil Progress Meetings will be held in January, March, and July. These will discuss any issues identified on and plan intervention.
- Moderation of assessments will take place in teams and with other teachers from Extol Trust every term to ensure evidence matches assessment.

Pupil / Parent Views

- Views of parents will be collected formally through questionnaire on a regular basis (Survey Monkey online surveys will be used and an annual written survey)
- Views of pupils will be collected informally through discussion with SLT.
- Any complaints from parents or pupils will be investigated professionally and discreetly.

Teachers Performing Well

Using the range of monitoring listed above, the headteacher will identify all teachers who are performing well. They will be following the Appraisal Policy and will be assessed each year for pay progressions etc.

Teachers Causing Concern

Using the range of monitoring listed above, the headteacher will identify any teacher whose performance falls below 'good'. They will be provided with a package of support on an informal basis and monitoring will be increased by SLT.

Classroom Organisation and Displays

Every classroom and teaching space is a learning resource – how you organise your teaching space will impact on the children:

Positive Classrooms

All classrooms have access to a large walk-in storage cupboard, therefore there should be no 'clutter' on windowsills, on or under the teacher's desk and no need for any extra storage furniture except that listed below:

- Resources well organised in labelled trays or on labelled shelves
- Pencil pots or pencil cases containing pens, pencils, whiteboard pens, rulers.
- Labels and instructions on display use the same font that we are teaching children to use (see handwriting and presentation page) so that they are familiar with it.
- Storage for book bags, water bottles and personal belongings well thought out and easily accessible.
- Ipads and laptops organised so that they are accessible
- Cloakrooms to be well labelled – only allow a coat and a drawstring PE bag.
- Corridor displays and those in public areas must be mounted neatly, have the child's name on, the year group and a label with information about what the children were learning. These displays will be looked at many times by parents and visitors.

Displays

All classrooms must have the following displays:

- Only vocabulary on display that has been taught and is relevant to current learning.
- Working walls using flip chart pages – to display the shared work from lessons, examples for children to learn from etc.
- Bare walls that are added to as the year progresses – so that all learning is on display to help children to remember
- Headings on all displays to help children find what they are looking for
- A well planned and high quality book area - a display of books with display for children to read. It should celebrate and encourage a love of reading.
- A display of positive behaviour rewards
- Subject specific displays of vocabulary and processes.

Where it goes wrong

- Displays that are too busy and walls that are too full can over-stimulate some children and make it hard for them to focus.
- Resources and books piled on surfaces can mean that things get lost under the piles.
- Boxes and trays that aren't labelled mean that children don't know where to put things and can't help to tidy up – meaning the adults have to do the tidying!
- Displays that are up for too long, generated by a teacher (or Twinkl) or not relevant to current learning are just wallpaper – don't waste your time if it won't help learning.
- Storage for water bottles and book bags that makes them hard to find will make your job harder.
- Allowing backpacks and plastic bags instead of bookbags and PE bags will mean that you waste a lot of time looking for things.