



Everybody Excelling, Every Day. No Excuses!



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**Randal Cremer
Primary School**

STAFF HANDBOOK 2017-2018



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Welcome to Randal Cremer Primary School.

We are working towards an ambitious vision to ensure all pupils leave Randal Cremer able to excel academically and socially.

We will succeed and our relentless pursuit of excellence will make a difference to every single child who enters our school.

I am delighted to welcome you to the team.

Jo Riley

Head Teacher – Randal Cremer Primary School



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POLICIES TO READ

As a team, we are obliged to make sure we comply with DfE and Ofsted requirements. The following policies are in place to ensure we all work together in a consistent, fair, safe, and professional manner. All members of staff* are required to read our Safeguarding Policies and Teaching and Learning Policies by 8th September 2017. Once read, you need to photocopy this page Policies to Read Form sign at the bottom, and hand them to our the school office. All other policies should be read by the end of September 2017. Copies will be kept in your HR file.

*For members of staff who are not class-based, policies highlighted on the form in blue must be read. All policies are available on the secure staff area on the school website.

IF UNSURE ABOUT ANY ASPECT(S) OF SCHOOL LIFE, CHECK THE POLICY CHECKLIST AT THE END OF THIS HANDBOOK, AS OUR POLICIES COVER ALL ASPECTS OF WHAT WE DO AT RANDAL CREMER PRIMARY. IF IN DOUBT, SPEAK TO OUR HEADTEACHER.

The following policies are the ones you should start with.

NAME OF POLICY	Available
Behaviour Policy	On Secure Staff Area of Website
Fire Safety and Procedures	On Secure Staff Area of Website
Health and Safety Policy	On Secure Staff Area of Website
Marking and Presentation Policy	On Secure Staff Area of Website
Child Protection and Safeguarding Policy	On Secure Staff Area of Website
Communication Policy	On Secure Staff Area of Website
E-Safety and Data Protection Policy	On Secure Staff Area of Website
Homework Policy	On Secure Staff Area of Website
Staff Code of Conduct	On Secure Staff Area of Website
Uniform Policy	On Secure Staff Area of Website
Whistleblowing Policy	On Secure Staff Area of Website
Staff Acceptable Use Policy of ICT	On Secure Staff Area of Website
Keeping Children Safe in Education – DfE Guidance	On Secure Staff Area of Website

I have read the above policies;

Signed _____ Print Name _____

Date _____ Position _____



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Other Policies:

NAME OF POLICY	Available
Staff Cover Policy	Class Folders & PPA Room
Staff Appraisal Policies	Class Folders & PPA Room
Assessment Policy	Class Folders & PPA Room
Attendance Policy	Class Folders & PPA Room
Disciplinary Policy	Class Folders & PPA Room
Drug and Substance Policy	Class Folders & PPA Room
Eco and Recycling Policy	Class Folders & PPA Room
English Policy	Class Folders & PPA Room
Equalities Policy	Class Folders & PPA Room
EYFS Policy	Class Folders & PPA Room
First Aid Policy	Class Folders & PPA Room
Grievance Policy	Class Folders & PPA Room
Guidance for Dealing with Allegation of Abuse against Teachers and other Staff	Class Folders & PPA Room
Harassment Policy	Class Folders & PPA Room
Health and Well-Being Policy	Class Folders & PPA Room
Inclusion Policy	Class Folders & PPA Room
Intimate Care Policy	Class Folders & PPA Room
Missing Child Policy	Class Folders & PPA Room
Off-Site Policy	Class Folders & PPA Room
Positive handling Policy and Procedures	Class Folders & PPA Room
PSHCE Policy	Class Folders & PPA Room
Sex and Relationship Education Policy	Class Folders & PPA Room
Student Voice Policy	Class Folders & PPA Room



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Teaching and Learning Policy	Class Folders & PPA Room
Target Setting Policy	Class Folders & PPA Room

OUR VISION AND MISSION

Vision Statement

All pupils will leave Randal Cremer able to excel socially and academically.

Mission Statement

Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

Rationale:

The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school, we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21st century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

Randal Cremer Non-negotiables

Randal Cremer Primary School Non-negotiables have been developed to identify common characteristics across the Trust. Acknowledging that there is considerable overlap, the characteristics have been grouped into three broad categories – Ethos and Culture, Teaching and Learning, and Investing in People.





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ETHOS AND CULTURE

Shared values

Randal Cremer Primary School promotes and cultivates shared values. These are the heartbeat of our organisation.

Key values are:

Respect

All members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

Diversity, Inclusion & Equality

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

Love

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

Teamwork

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

High Expectations

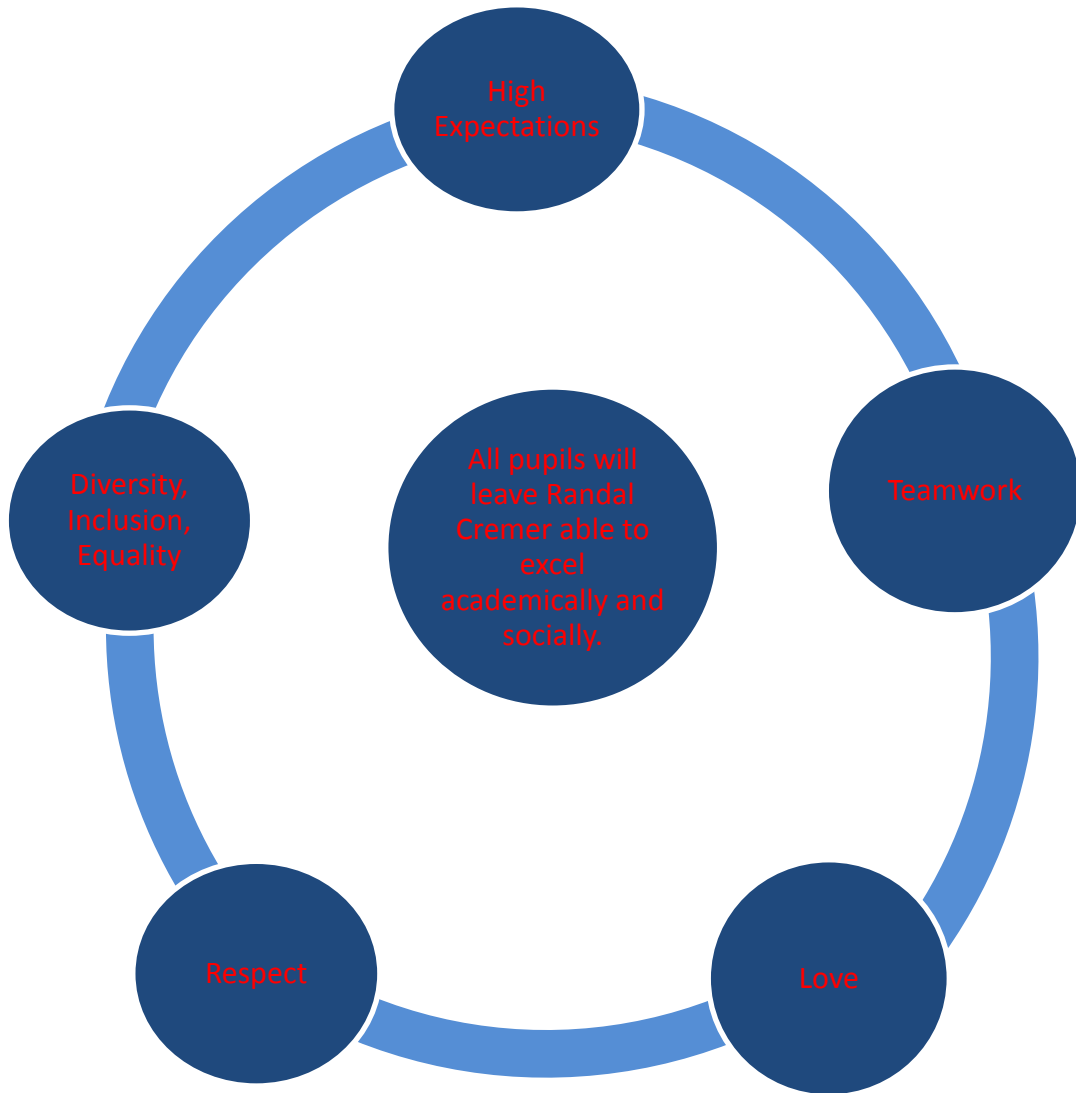
We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self and all members of our School Community

Moral purpose

Randal Cremer Primary School is committed to improving the life chances of all children. This moral obligation, our mission, does not end at the school gates. Where the school has the capacity to make a difference, we are morally bound to do so.



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Consistency of approach

Involvement in Randal Cremer Primary School requires that all staff are committed to ensuring our vision for our pupils is achieved. The principle of “no opt-out” is appreciated by staff in order to maximise the impact of agreed structures.

Distributed leadership

All Randal Cremer staff are considered to be leaders. It is the responsibility of all adults to drive their school improvement agenda.

Success behaviours

Randal Cremer promote behaviours that lead to success. Children are encouraged to take responsibility for their own behaviour, so their learning and the learning of others is maximised whilst all members of staff are required to maintain the highest standards of professionalism.

TEACHING AND LEARNING

Raising standards

Randal Cremer maintain a relentless and rigorous focus on raising standards, particularly in English and Mathematics.

High quality teaching

Randal Cremer aim to ensure all their children receive high quality teaching every day.

Committed to inclusion

Randal Cremer is a non-selective learning community that value the abilities and achievements of all their pupils. Staff are committed to providing for every child, the best possible environment for learning. Recognising the entitlement of all pupils to a balanced, integrated curriculum, reinforces the need for teaching that is fully inclusive.

A calm and safe learning environment

Randal Cremer Primary School promotes a calm and safe learning environment. Although the learning environment is dynamic and fun, from an early age pupils are taught how to return to a place of calm reflection.

Embracing new technologies

Randal Cremer drives their improvement agendas through the strategic application of new technologies. Enhancing the transformational potential of ICT, they invest in new technologies to improve pupil outcomes.

A dynamic curriculum

Randal Cremer operate the same skills-based, integrated curriculum which aims to give every child the opportunity to fulfil their potential.



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INVESTING IN PEOPLE

Empowering pupils

Randal Cremer consider children to be equal partners in the learning process. As a result, pupils are empowered to become active and responsible learners.

Professional development

Randal Cremer Primary School is committed to investing in its workforce. The preferred approach is always “growing our own” – employing staff at the beginning of their careers and investing in them so that they become high-calibre professionals. Providing professional development opportunities across Randal Cremer Primary School is a way of recruiting and retaining staff.

Partnership with parents

Randal Cremer Primary School believes that children achieve more when schools and parents work together in close partnership. Randal Cremer promotes and values the involvement of parents in their children’s education, as this makes a positive difference to their achievement.

High quality governance

Aligned to the school values, governors provide active support and challenges for the school.

Health and sustainability

Randal Cremer Primary School encourages all members to seek environmentally sustainable solutions and to teach the children the importance of adopting healthy lifestyles.

A well-maintained physical environment

Children and staff of Randal Cremer deserve to work in a well-maintained physical environment. “Attention to detail” is emphasised, so that the highest expectations are maintained.



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WHO WE SERVE

a) Pupils

Randal Cremer Primary School is committed to non-selective, genuinely comprehensive education for local children and families.

Priority will be given to students with statements of special educational needs. The remaining places will then be offered in the following order of priority:

- Children in public care (looked-after children and previously looked-after children)
- Children for whom Randal Cremer Primary School is appropriate on exceptional medical grounds. Such applications will be considered under this criteria only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.

b) Staff and pupils

Randal Cremer Primary School have due regard to:

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity for men and women.

We will:

- Welcome and provide for all our students and employees
- Help all our students and employees to achieve their full potential
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour) or religion or belief (except where a School's status as a church or single-sex school permits any limitation, or where any other statutory exception applies)
- Ensure that all statutory obligations are met.

WORKING FOR RANDAL CREMER PRIMARY: OUR TEAM VISION

All adults at Randal Cremer Primary School will be leading on Teaching and Learning, whatever their positions, roles, and responsibilities. It is everyone's responsibility to be a role-model and lead children in learning. As all adults work together to provide our children with the best opportunities, we will guide them in a way that will enable them to always strive to be better.

As a member of Randal Cremer Primary School, you will be able to work with a great team of colleagues and **design a truly inspirational curriculum** which will enable our children to become confident and socially-minded 21st century citizens.



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Being part of our team, you will be able to use your creativity and **shape the way our school will provide outstanding learning opportunities** for our children.

Our vision is to create an outstanding team who will provide our children with the best education they deserve. We want every pupil at our school to **succeed academically** while also enabling them to grow as joyful individuals who will have the confidence to **shape the world** around them.

As part of our vision, we are also looking to create a team that will develop models of good practice in **creative teaching and learning** and **the promotion of language and physical development** in the UK.

To achieve our aims, we need to recruit and support the very best staff. We believe in valuing all our staff and therefore take professional development very seriously. At all times in our school, every member of staff will be engaged in teaching and learning. All our staff must lead by example and demonstrate the behaviours and attitudes which are rooted in our values of Love, Teamwork, Respect, Equality and Diversity and High Expectations. In return for their high level of commitment to enabling our children to reach the best outcomes, we will provide our staff with **excellent opportunities for growth and development**.



Being positive

Children need teachers who can become their champions. As a team, we recognise the need to remain positive in our outlook. Cynicism and negativity lead to low expectations and poor morale; they have no place at Randal Cremer Primary School. We remain committed to finding solutions and making them work in the pursuit of raising standards of achievement for all children.

Being a Leader

In order to achieve our vision for the pupils, we need all members of the school to come together and commit to achieving our strategic imperatives. The following chart shows what we mean by leadership and how we can all work together to achieve our aims.

RANDAL CREMER PRIMARY SCHOOL – LEADERSHIP MODEL
TAKING RESPONSIBILITY AND BUILDING CAPACITY

[MODEL BORROWED FROM LIZ ROBINSON AT SURREY SQUARE PRIMARY]

LEVEL 5: WHOLE-SCHOOL STRATEGY CHANGE

LEVEL 4: COACHING AND FACILITATING OTHERS –
CHALLENGE AND PRAISE

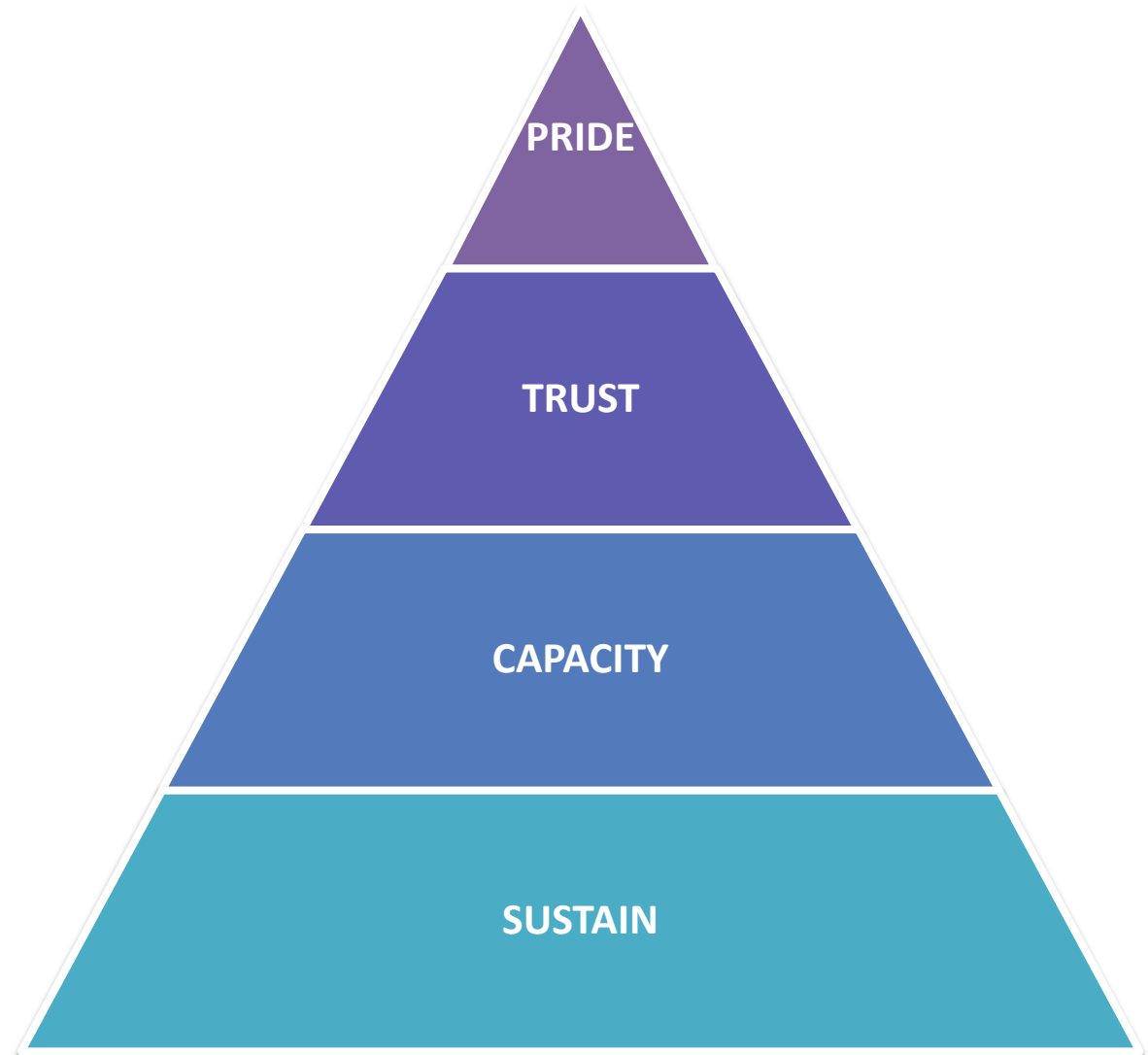
LEVEL 3: SETTING CLEAR EXPECTATIONS AND
RESPONSIBILITIES WITH DELEGATED AUTHORITY

LEVEL 2: TELLING SOMEONE ELSE TO DO IT AND
FOLLOWING UP/CHECKING

LEVEL 1: DOING IT YOURSELF

LEVEL 0.5: MOANING/FEELING FRUSTATED AND
DOING NOTHING

LEVEL 0: DOING NOTHING – FORGETTING ABOUT IT





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SCHOOL PRIORITIES

This is to be read in conjunction with the School Development Plan (SDP).

Randal Cremer Primary School follows a rigorous self-evaluation process. Every year we assess how well we have done and identify what the key priorities are for the following year. These are presented to governors and agreed by the board. Every member of staff has a responsibility to ensure the School reaches these targets. Subject, phase and senior leaders develop action plans reflecting what they will do in order to achieve these goals.

Data-driven teaching and learning

Our guiding principle is that the main aims of school assessment are to help students learn better and to help teachers be more effective.

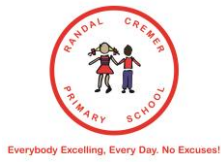
For teachers, assessment should:

- Inform lesson planning
- Inform scheme of work development
- Inform teacher training and support
- Inform target setting, at individual and group level.

For parents, assessment should:

- Show their child's current performance and progress
- Relate their current performance and progress to targets
- Help them understand their child's development needs.

Assessment records relevant to each class are to be kept in the class assessment file.



Section 2

Organisation



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Term Dates 2017-18

Term	First Day of School		Half Term Closure	Last Day of School
Autumn	Reception – Y6 Tuesday 5 th September 2017	Nursery Thursday 7 th September 2017	Monday 23 rd October 2017 – Friday 27 th October 2017	Friday 15 th December 2017
Spring	Wednesday 3 rd January 2018		Monday 12 ^h February 2018 – Friday 16 th February 2018	Thursday 29 th March 2018
Summer	Monday 16 th April 2018		Monday 28 th May 2018 – Friday 1 st June 2018	Friday 20 th July 2018

INSET DAYS

Friday 1st September

Monday 4th September

Twilights to be completed through Autumn term



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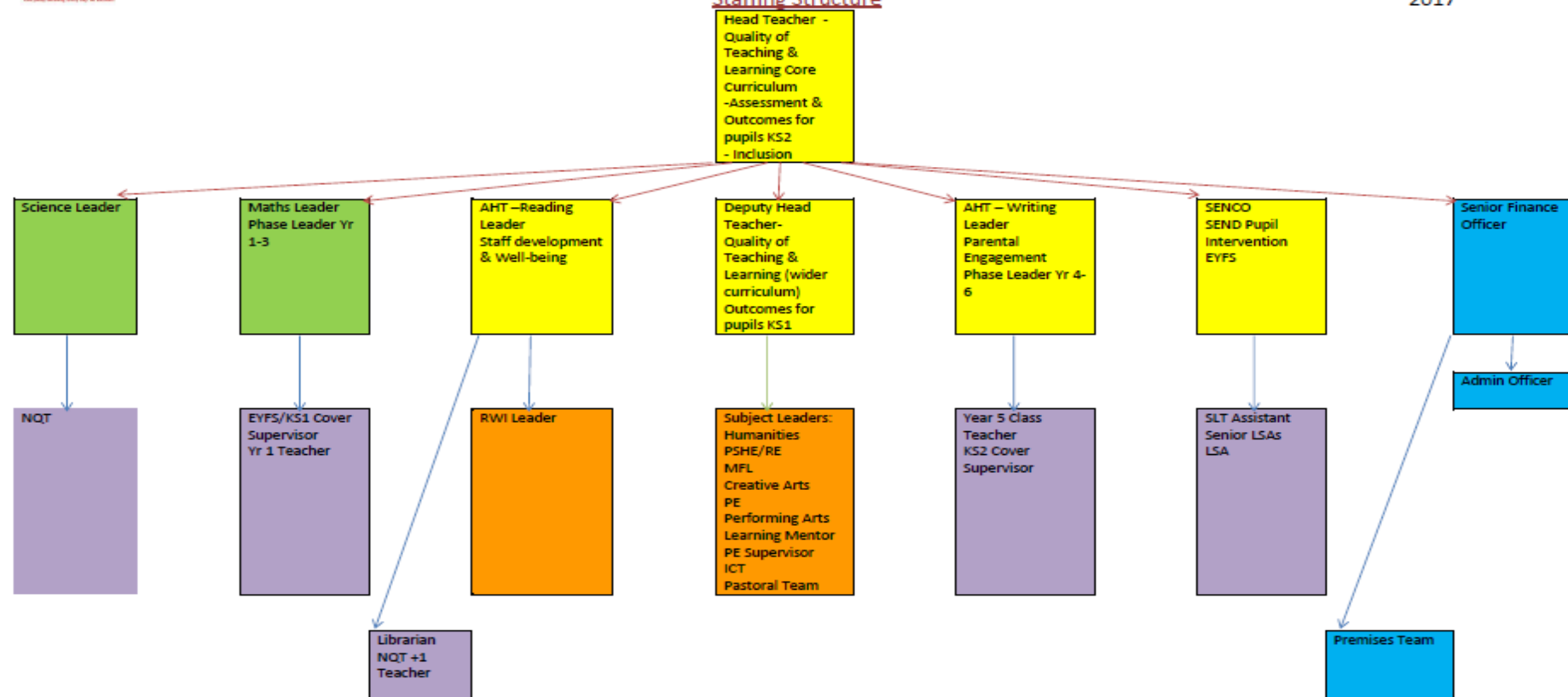
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Staffing Structure

2017



Key	Senior Leadership Team	Core Subject Leaders	Middle Leaders	Teaching & Support Staff	Office & Premises Staff
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Staff List 2017-18

Teaching and Learning

Name	Position
Jo Riley	Head Teacher – Designated Safeguarding lead/PREVENT*
Morna Scales	Deputy Head Teacher –Safeguarding*
Nicola Prior	SENCo*
Katie McCormick	SLT/SENCo Assistant
Ruth Stokes	Nursery Teacher (Hoxton) RWI Lead
Victoria Closs	Reception Teacher and EYFS Lead (Shoreditch) Assistant Head* (On Maternity Leave Sept 2017/18)
Del Uddin	Nursery Nurse
Audrey Gordon	LSA
Yolanda Vega Ugalde	Play Worker
Marcus Gibson	Reception Teacher (Haggerston) Forest School Lead
Duygu Bingul	Reception Teacher NQT (Shoreditch)
Bola Ogundemuren	LSA 1 Reception (On maternity leave)
Enitan Porter-Morris	Year 1 Teacher (Dalston Junction)
Priscilla Boonin	Year 1 Teacher (Whitechapel)
Amal Al-Abdulla	LSA
Angela Butler	Senior LSA
Georgina Johnson	Senior LSA
Eva Troplini	Senior LSA
Stephanie Clements	Year 2 Teacher PSHE/RE/SRE/School Council lead (Canonbury)
Mhairi Sturt	Year 2 Teacher and Performing Arts Lead (Shadwell)
Aysha Munim	Year 2 Teacher (Shadwell) (On Maternity Leave June 2017/18)
Joey Tran	LSA
Benedicta Idemudia	LSA
Will Leng	Year 3 Teacher and Maths Lead (Highbury & Islington)
Rebecca Spinks	Year 3 Teacher MFL lead (Wapping)
Constancia Manzini	Year 4 Teacher and Writing Lead (Rotherhithe) Assistant Head*



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Mothiur Rahman	Year 4 Teacher (Caledonian Road) Creative Arts Lead
Asim Khan	LSA
Joselyn Dorsett	LSA
Lorah-Kate Thompson	Year 5 Teacher (Canada Water)
Elizabeth Ekers	Year 5 Teacher (Camden Road) Humanities Lead
Annette Shillingford	LSA
Sally Roycroft	Year 6 Teacher and Reading Lead (Kentish Town) Assistant Head*
Victoria Hepburn	Year 6 Teacher and Science Lead (Surrey Quays)
Christina Benjamin	LSA
Myra Webster	LSA
Emma Garnett	LSA
Ayten Acar	Cover Supervisor
Renata Semper	Cover Supervisor (On Maternity Leave Dec 2016-Dec 2017)
Timothy Graves	Cover Supervisor (to Dec 2017)
Tricia Matson	Cover Supervisor
Marie Nkan	Cover Supervisor
Anja Donn	Cover Supervisor
Kathy Ahmed	LSA 2 – KS2 Senior Play Leader and Play Centre Manager Cover Supervisor for PE
Elaine Cohen	Breakfast Club Manager and KS1 Senior Lunch time/Play supervisor
Berkan Ferit	ICT Technician and Computing Lead
Rose Regis	Pastoral Support Manager
Germaine Hunte	Parental Engagement Officer
Kelly Campbell	Lunch Time Play Leader
Stacy Williamson	Lunch Time Play Leader
Jenny Miller	Lunch Time Play Leader
Irene Belnavis	Mid-day Meals Supervisor
Rachel Smith	Lunch Time Play Leader

* **bold SLT**



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Office, Premises and Catering

Name	Position
Christine Day	Senior Admin Officer
Pat Bower	Admin Officer
Danny Webb	School Keeper
Curtis Pond	Assistant School Keeper
Karen McCormick	Cook
Ruth Odesanya	Assistant Cook
Florence Sokoyo	Assistant Cook
Ibrahim Akinlolu	Kitchen Assistant
Gloria Sarpong	Kitchen Assistant
Jainaba Jeng	Kitchen Assistant
Ghazala Khan	Cleaning Supervisor
Anissa Benali	Cleaner
Ellen Konutse	Cleaner and Mid-Day Meals Supervisor
Georgette Caverio Gutierrez	Cleaner
Dona Grant	Cleaner and Mid-Day Meals Supervisor

Governors

Name	Position
Mrs Kate Kardooni	Chair of Governors
Ms Rachel Urquart	Chair of Curriculum Committee -Co-opted Governor
Ms Cathy Leech	Co-opted Governor
Ms Emily Jost	Co-opted Governor
Mr Derrick Benjamin	Co-opted Governor
Mr Robert Brisbane	Co-opted Governor
Ms Grace Keisner	Co-opted Governor
Mr Raja Ahmed	Parent Governor
Claudia Turbot-Delof	Parent Governor



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The School Day

School opens from 6.00am to 6.30pm Monday to Friday. All staff should sign in and out at the School Office.

- Use the main gate on Ormsby Street until 5pm. If you are a permanent member of staff you will be given a 'key fob' to the gate and the main door. Please do not ring the bell, use your fob.
- Children can come in to school for a 'soft start' to the day at 8:50am. The doors will be opened by SLT and pastoral team. A member of SLT will also be on the gate.
- All support staff are to be on the stairs and corridors from 8:50-9:00am.
- Class teachers are to be ready in class to welcome the children with an activity to start the day.
- Parents are encouraged to go to the office if they have a message or pass a message on to staff at the doors. No parent should be allowed into the building without an appointment.
- There is a rota for SLT duty in the front playground from 8.45 to 9.30. Please check the duty rota board in the staffroom.
- There is a whole staff briefing at 8.40am on a Monday and Friday.
- At the end of the day, 3:20pm, the children should be escorted out of the building to their allocated spot in the playground to wait to be collected. No child should leave without the classteacher knowing. If the children are not collected by the time the front gate is closed by the school caretaker, then they are taken to the school office (3:35pm).
- If a parent wishes to nominate an adult to collect their child, that person must be introduced to the class teacher and school administration officer in advance. If you're unsure, children should be taken to the office and their parents phoned. Do not allow children to leave with adults if you are not sure who they are.
- A member of staff will take the children and record their names for late collection. They will also call the parents. Parents will need to sign their children out.
- If a child has not been collected within 40 minutes of the end of the School day and we cannot get any contact with parents (16:10), the Designated Safeguarding Lead must be informed and a decision taken as to whether social services needs to be called.
- The late collection book will be checked on a termly basis and in extreme cases; parents will be invited to meet the Headteacher to discuss how to limit these incidents.
- Parents who know they are going to be late should inform the School office in advance. This message should be passed on to the relevant staff members as soon as possible.
- The minimum age for siblings picking up pupils from school will be decided by the school, but is unlikely to be younger than 16 years of age. The Headteacher must receive a request in writing.
- If all attempts to contact a parent/legal guardian, designated person or emergency contact fail then the person in charge at the time should inform the Local Authority Social Services Department of the situation without delay.



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- The duty social worker will take charge of the situation and decide what happens next, and whether the police need to be involved in helping to trace the parent/guardian of the child.
- Social Care will attempt to find the parent or relative. Emergency arrangements will be made for the child in consultation with the Local Authority Social Care.
- The child will not leave the premises with anyone other than those named on the Registration Form or in their file.
- On occasions when parents or the persons normally authorised to collect the child are unable to do so, parents advise how to verify the identity of the person who is to collect their child (normally using a pre-determined password).
- Under no circumstances should staff go to look for the parent or take the child home with them.

Typical daily timetable KS1-2

Year group	Start		Break		Lunch		End
Y1-3	8:55	Reading/Literacy/ Maths	10:30	Literacy/ Maths	12:00- 1:00	Wider curriculum 2:10- 2:20 break	3:20
Y4-6	8:55	Reading/Literacy/ Maths	10:45	Literacy/ Maths	12:20- 1:20	Wider Curriculum	3:20

Breakfast Club

- The school operates a Breakfast Club every morning from 07:30 to 08:45. Cost is £1.00/day.

After-school clubs and activities

- A timetable of activities will be clearly displayed on the Parents' Notice Board and in the staff room.
- The school operates After-School Club/Play Centre every day from 15:30 to 18.00pm. The cost of this is £7.00 per day.
- All teachers and some support staff have a responsibility to run an after-school club, which will run for one hour at the end of the school day 3:30-4:30pm. Clubs may include ball skills, art, football, sewing, gardening and yoga. At least one homework club per key stage must take place every week. Teaching staff are welcome to run an after-school or lunch time club if they would like to.
- Children participating in after-school clubs are to go down with their classes at the end of the School day. The Club leader will have a named sign for the club and collect the children from the playground.
- A register for each club must be maintained.

After school clubs procedures

- LSAs to collect all children in their class attending an after school club at 3:25 in the playground.
- Rose will be on duty to supervise the dissemination of the clubs.



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- If pupils are not collected on time at the end of the club, staff are expected to phone the parents, inform the Safeguarding Lead and wait with the child until picked up. Parents need to sign the late book.

Registration

Attendance target

Randal Cremer Primary School aims to achieve 97%+ attendance by the end of the 2017-18 year.

Meeting attendance targets

Monitoring student attendance is the responsibility of the school administrative staff and the pastoral support team, who, in turn, will report to the Headteacher.

The School has a duty to strive for 100% attendance. School administrative staff must follow up all absences promptly and work with the Headteacher to set specific targets for attendance, both for the class and for individuals. A half-termly report, detailing every child below 90/85/80% attendance, must be submitted to SLT by the administrative staff.

- Weekly attendance figures will be clearly displayed in the Downstairs hall. Those pupils whose attendance is of concern will be referred in the first instance to the Assistant Head for Inclusion and, if attendance does not improve, the education welfare officer at Hackney Learning Trust.

Registration Procedures

- It is important that students have a common experience of registration. All staff must therefore follow the same procedure.
- Registration is electronic and will be completed by class teacher each morning. This will take place from Nursery through to Y6. As pupils enter the classroom, they should either come to the carpet or go to their desks to complete a 'Do now' prepared by the teacher. The Teacher/LSA should have closed the register by 9.05am. All staff will be trained to use the system effectively. It is essential that the correct information is recorded at registration and saved. **The register is a legal document.**
- The registration period should also be used as an opportunity to prepare students for the day ahead. Students must follow the classroom code during registration. The teacher will double check that each student is wearing the correct uniform.
- A lunch register will also be completed on paper at this time, marking PL for packed lunch or M for school meal.
- Dinner money is collected in the office. Do not take it in the classroom.
- Register monitors will take the register to the office when/if a paper copy is used.

Student lateness

- Registration must be completed by 9.15am. Parents and children arriving after this time will be marked as late and should be directed to the School office.



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Student sickness/absence

- Parents are expected to call the School office on the first day of absence and provide a letter explaining the reason for absence, on the child's return. The register must be marked as absent.
- The attendance/admin officer will communicate directly with parents concerning unauthorised absence, repeated absence or punctuality issues. All absence notes or other communication concerning attendance is to be put in the in-tray of the attendance/admin officer as soon as it is received.

Student absence during term time

- We strongly discourage students taking time out of the School. No child will be permitted to take a holiday during term time. However, it is acknowledged that there may be exceptional circumstances where a parent feels there is no option but to take their child out of the School. In these circumstances, parents are expected to fill in a request form, stating the reasons for the proposed absence. The form is submitted to the Headteacher for consideration. A written response is made by the Headteacher. Where the decision is taken to refuse permission, the absence will be marked as unauthorised. In addition, the School will inform the local authority and seek the issue of a penalty notice. Appointments for doctors, opticians, etc., should be made out of School hours, wherever possible.
- **Teachers must ask the children or parents the reason for the absence and fill it in the form.**

Approved Educational activities, these are not counted as absences

- I interviews
- W work experience
- V field trips and educational visits in this country and abroad
- P approved sporting activities
- Z off site education

- The school office will take children off roll; please do NOT mark children off roll yourself.

Playtimes

INFANTS & JUNIORS

- Please take children to and collect from the playground
- Ensure a member of teaching staff is on duty in playground before leaving children.
- All accidents must be entered in the accident book in the office. **All head injuries should be seen by a first aider and a member of SLT should be informed. A letter should be sent home to parents.**



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- A whistle is used to signify the end of playtime in the infant playground, first whistle children must stop, second whistle walk to line in the infant playground. Playtime equipment should be taken out and put away by classroom assistant or Play Leaders on duty.
- Children's medication and first aid box should be taken out at the start of play.
- Class teacher on duty to monitor the toilet area and children going in and out of the building.
- N-KS1 have fruit for their break. All children to be encouraged to take a piece and all peels etc. to be placed in the bin. Children may bring their own fruit from home to be eaten at playtime.

Wet Playtimes

- Member of staff on duty makes the call whether it is wet play or not and will pass a message to all staff in the key stage.
- Teachers will stay with their classes and arrange a 10 minute break with an LSA.
- There are wet playtime procedures for lunchtime play which is organised by the MMS.

Lunchtimes

- **Children MUST be accompanied by an adult from classroom to the playground** where midday supervisors will then take charge. Do not leave the children unaccompanied in the playground.

Nursery: 11.30am, Reception 11.45am, Y1-3 – 12pm, Y4-6 12.20pm

Children will come in one class at a time from 12.20pm. They are brought to the dinner hall by dinner supervisors.

Lunchtime Play

Notes for Mid-Day Meal Supervisors:

- If children tell you something – listen to what they say – ask if they have attempted to resolve the problem. If they haven't encourage them to whilst you watch before you try to help them sort out their problem.
- Minor arguments about who are friends with who should be dealt with by MMS
- Hurting someone else, or racist remarks, bullying, swearing or fighting – children must be referred to a member of SLT.
- Swearing at or answering back dinner supervisors – children must be referred to a member of SLT.
- Hi Vis jacket must be worn at all times.
- It is your job to interact with and supervise children. You must never ignore any inappropriate behavior. If you are concerned about any child you must report it to the



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Senior Med Day Meals supervisors immediately. Any incidents must be recorded in the incident book.

- You must not stand around or chat to other supervisors during play times. **Remember, that the play ground can be seen by anyone in the street. We sometimes receive complaints from the community about adults ignoring children fighting.**
- **Infant playground**
 - If a child is injured or sick in the playground, the MMS in the area where the child is, treats the child, writes information in accident book and issues a letter, while the floater takes over the area till the allocated MMS returns

Junior Playground

- Grazes and minor illnesses or injuries should be dealt with and recorded in the accident book (you do not need to leave the playground).
- If injury is serious bring child in or send for another adult whichever is appropriate.

Accidents and illnesses of children during the school day

SICK CHILD

- If a child vomits, send for powder from School Keeper (or office).
- The child should be brought to the office and support staff will clean child.
- After cleaning, if the child is still unwell, the office staff will call their parents.
- For a child who soils him/herself, **follow the same procedure.**
- There are disinfectant spray and rubber gloves in each classroom for such emergencies.
- There is a shower located next to the DHT office. The key is kept in the school office.

DISINFECTANT IS FOR FLOORS AND FURNITURE ONLY – DO NOT USE ON CHILDREN OR THEIR CLOTHES – IT MUST BE STORED OUT OF CHILDREN'S REACH.

CHILDREN MUST NEVER BE LEFT IN A CLASSROOM UNSUPERVISED

- All accidents should be recorded in the Accident Book by the person who first dealt with it.
- If the accident is of a more serious nature e.g where a child was taken to the hospital, the Hackney Accident and Incident Form must also be completed.
- If the accident is such that a visit to hospital may be required the parents must be contacted as soon as possible to inform them of the accident and to ask them to take their child to casualty.
- If the accident is of a very serious nature an ambulance must be called immediately and the parents contacted as soon as possible. A member of staff should accompany the child in the ambulance if the parents have not been able to get to school in time.



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- If there is any doubt as to how serious an accident is then a senior member of staff must be consulted immediately. Furthermore, all accidents which are serious enough to possibly require hospital treatment must be reported to a senior member of staff

If a child has received a minor bump on the head an entry should be made in the “Accident Book” and a standard “Bump on the Head” note sent home . If the head injury is anything more than minor the parents must be contacted as soon as possible and advised to take their child to casualty as a precaution.

- If a child is taken ill then the parents must be contacted as soon as possible in order that they may collect their child from school. All children sent home must be signed out from school by their parents.
- In all cases of accident and illness the child’s wellbeing is the primary concern and therefore it is better to be over cautious when making judgements and deciding on what action to take.

Behaviour system

Please read the Behaviour Policy in line with this handbook and see the **summary poster at the end of this handbook.**

- The school use the Stay on Green behaviour system. All children should be encouraged to stay on green.
- A universal signal of a silent stop (hand held up in the air) is used to gain quiet and attention. Please wait until everyone is responding before you move on or speak to the children.

Channels of Communication

- There is a whole staff briefing at 8.40am on a Monday and Friday.
- A school diary is kept on Outlook Admin. All meetings, courses, trips, visitors and school events etc, must be recorded in it. IF DETAILS ARE NOT IN THE DIARY, THEY MAY BE CANCELLED.
- Class teachers and phase managers MUST be informed in advance of any planned trip or event.
- All trips must be cleared through The Deputy Head Teacher at least 2 weeks in advance and the risk assessment completed. Children with statements of SEN or disabilities must have a separate risk assessment completed.
- A white form- Educational Visits - should be used as a checklist for the trips.
- If subject co-ordinators are booking school visits they must clear them with the phase leader.



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- This information will also be written on the white board in the staff room and it is everyone's responsibility to check it every morning and keep in mind that there may be last minute changes.
- Each member of staff has a pigeonhole in the staffroom. Messages, letters and notes will be left in these. You must check them every day. A note will be left on the staff notice board if you have an urgent phone call.
- A newsletter is sent to parents each half term, if you have any items you wish to include please let the Head teacher know. A curriculum newsletter is also sent out each half term by the class teachers by the end of the first week.
- A weekly bulletin will be sent by email to all staff and Governors by 6pm every Friday. Items for inclusion must be emailed to the PA to Head Teacher by 12pm the Wednesday before.
- If you are concerned about something, **PLEASE** talk to a senior member of staff about it.
- All staff have an email address and these must be **checked daily**.
- Before going to the Head with a concern or issue, you must first speak to your line manager. If you have and you still have a concern, Jo is available every morning (except Wednesday) from 8.15 until 8.45am or you can make an appointment to see her after school if there is something you need to discuss. All SLT members are usually available after school too.
- You should only go directly to the Head Teacher if your concern is regarding the safeguarding of any child or staff member in the school.

Safeguarding

Please read the **Safeguarding policy** in conjunction with this.

- The Designated Safeguarding Lead is Jo Riley – Head Teacher.
- The Deputy Head is also responsible for safeguarding.
- It is **everybody's** responsibility to safe guard all children in our care.
- If you hear or notice anything that worries you about a child, however small it may seem or insignificant, then it is your duty to notify the safeguarding officers in the school.
- A yellow form, found in the staffroom, must be filled out with the incident, time and date and the child's information.
- This must be immediately passed on to the safeguarding leads.
- All visitors must be signed in at the office and wear a visitor badge. If you see any body unaccompanied in the school that you do not recognise and not wearing a badge, then you must ask them who they are and who they are with.
- All members of staff are expected to comply with the school policy for appropriate use of the internet and email. For rules and regulations please refer to the Acceptable Use Policy and E-Safety Policy attached. Personal emails are not to be checked during



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working hours. Staff are not permitted to become 'friends' with pupils or parents of pupils on social networking sites such as Facebook.

- Staff should be aware of the consequences of posting social status updates that may cause upset or are not in line with the professionalism of the job.

Staff illness

If you are unwell you must text the Head Teacher, Jo Riley by 7.30am at the latest.

○ **Phone NO. 07803377313**

- All staff must phone again before 3.00pm and tell us if you will be back next day so that we can inform the supply teachers.
- **Phone regularly and keep us informed about any absence/illness.**

• **TELEPHONE: 020 77398162**

- You will have to "self certificate" a day or more absence for illness. Christine will give you a form – please fill it in as quickly as possible.
- **When you return to work after your illness you must meet with your line manager or the head for a return to work discussion. After your discussion, he or she will sign your self certification form.**
- **Teaching staff – must see the Head Teacher**
- **LSA1 must see their phase leader:**
 - **EYFS – Torie Closs**
 - **Y1-3 – William Leng**
 - **Year 4-6 – Constancia Manzini**
- **LSAs must see the SENCO – Nicola Prior.**
- **Premises, Office and Catering staff must see the head who will sign your self certification form. If you do not have your form signed you may not be paid for the absence.**
- If you are away 7 days you will need a **"Fit note"**. You need to submit this on time or your pay may be stopped.
- If you are unlucky enough to be away for a few weeks it is really important to keep in touch with school – phone and tell us how you are – as a last resort, please ask someone else to tell us how you are.
- If your sickness absence is a concern e.g recurring illness, pattern of days in absence e.g absence always on the same day of the week are absent sick for 10 days during one year, the agreed sickness procedure will be triggered. Initially we will try to establish if the school can do anything to help or support you with an illness, later you may be asked to attend an occupational health review.
- If you have an urgent hospital/doctor's appointment please let Jo know as soon as possible so that suitable cover arrangements can be made. Please try to make non emergency appointments outside of school hours or in the holidays. We will try to



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accommodate emergency appointments. It is your responsibility to inform colleagues in your phase team.

- **You MUST give at least 2 weeks notice of all non-urgent appointments if you are unable to make them outside school hours.**
- You must complete a leave of absence form which your line manager and then the headteacher will sign (as per reporting illness). Forms will be given to Christine Day for recording in the school diary.
- The school follows Hackney Learning Trust's Policy on all special leave entitlements. A decision on whether any requested leave will be paid or unpaid will be reached based on the guidance.

Covering classes

- If the absence is a planned one, then the school will usually have a supply booked or a plan of cover ready for your class.
- It is your responsibility to ensure there is:
 - a clear timetable displayed,
 - Stay on Green displayed clearly,
 - log ins available for the computer and SIMS,
 - enough work available for the class for each session.
- If the absence is not planned and due to sickness or dependency then you must let the school know as soon as possible to get cover arranged.
- Planning should be available on the system and the parallel class teacher will need to support by helping to get the work prepared for the children that day.
- Sometimes, the school may not be able to get adequate cover for the day. In these instances, from Y3 up, the classes will be split and 2 children will be sent to each class.
- These children should stay with this class all day and follow their timetable. A member of staff will collect them up at 3:00pm to be dismissed together, safely.

PPA/Leadership time

- All teaching staff are allocated an afternoon each week for PPA.
- PPA stands for Planning, Preparation and Assessment. Therefore, you may be asked, on occasion, to attend a meeting during this time regarding the assessment of the children.
- If, for any reason, school timetable events mean you miss a slot of PPA, SLT will do everything they can to reallocate a slot for you.
- You may swap PPA one week if there are clashes but you must inform all staff involved (cover supervisors, LSAs etc.) and SLT so timetables are not disrupted and communication is clear.



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- The first and last weeks of a term will not have any PPA or leadership time.
- Leadership time is not an extension of PPA but is allocated for subject lead duties.

Induction of new staff

- All new staff will have an induction meeting with the Headteacher in the first week of the new term, a record of induction will be signed off.
- All staff are to be familiar with our Induction Policy.
- In addition to this, there will be a meeting with their line manager within the first half term.
- It is the responsibility of line managers to ensure Induction and Probation procedures are followed correctly and records are maintained.

Assemblies

Assembly rota:

- Mondays 10.45am – Celebration Assembly
- Tuesdays 10:45am Y1-3 Music Assembly Bottom Hall
Y4-6 Music Assembly Top Hall
- Fridays 10.45am – Class Assembly
- Assemblies are an important part of building a sense of community and belonging to the School. Assemblies should also give an opportunity for spiritual development to staff and students using music, performance and the arts.
- Awards and certificates are given out during certain Assemblies. See Rewards section of the Behaviour Policy for details.

Whole School assemblies

- These assemblies are to be used as opportunities to develop the character of our pupils. The teachings are to be drawn from the PSHE and RE curricula and are to provide pupils with an opportunity to reflect collectively. Teaching staff are expected to attend these assemblies, unless it is during their PPA time.

Celebration assemblies

- Parents and other stakeholders will at times be invited to join us on Fridays for our Class Assemblies. This is led by the Headteacher. Each week a class will be asked to share their achievements during this assembly, e.g. sing a song or recite a poem. All children should have an equal part in the performance.
- Children enter and leave the hall in silence, while relaxing music is playing. Adults are expected to sit amongst the children ensuring they stay focused and maintain the expected behaviour.
- It is the teachers' responsibility to track rewards on SIMS. It is the teacher's responsibility to ensure that rewards are recorded on SIMs.



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Birthday celebrations

- Birthdays will be named and celebrated during Monday celebration assemblies. No cakes are permitted but children may bring something to share with their class to be taken home at the end of the day.

Meeting schedule

Meeting Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	8.10am SLT Briefing 08:40 Staff Briefing (All)	8.10am SLT Briefing 8:30 LSA briefing	8.10am SLT Briefing 8:30am Y1-3 Phase meeting	8.10am SLT Briefing	8.10am SLT Briefing 08:40 Staff Briefing (All)
AM					
LUNCH				12:30pm Y4-6 Phase meeting	
PM					1.30pm – SLT Meeting
After school	3.30pm – SLT & MLT Meeting	CPD Teaching Staff & Cover Supervisors, NNEB- 3.30- 5pm	EYFS Phase Meetings 3.30-4.30pm	LSA1 & 2 CPD3.30pm to 4.30pm	

All staff are expected to attend their relevant meetings unless deployed elsewhere at the time. Action logs to be shared with all staff within that key area.

Minutes of Meetings

The following files must be set up and maintained:

- LSA meetings Chair - SENCO
- NQT Induction meetings (Chair – Deputy Head)
- Senior leadership/MLT meetings (Chair –each member takes a turn)
- SLT Briefing – Chair Head teacher
- Duos/Triads meetings (teachers to take it in turns)
- Phase meetings (Chair – Phase Leader)
- MMS meetings Chair – Playground Supervisor Leads



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It is the responsibility of the Chair to ensure the meetings are held, that minutes are taken and the file maintained.

Staff facilities

- There is a staff room allocated on the first floor next to the lift and Highbury and Islington classroom.
- Please be conscious at all times about the way pupils and other adults are discussed in this area. Please also remember that whilst we value the diversity of our staff, the language of the school is English and it is expected that all staff speak English in shared areas.
- There is a fridge to store lunches. Please keep this clean and tidy and throw away any unwanted food.
- The School is a nut-free zone.
- Food may not be eaten in public areas of the School.
- There is tea, coffee, sugar and milk available for all staff to use.
- Any dirty cups or dishes should be placed in the dishwasher.
- A rota is displayed indicating which staff are responsible for maintaining the staffroom each week. Please pay attention to when it is your turn.
- Toilets for staff are located next to the main office (disabled access), two next to the SENCO office (mezzanine level between first and second floor), next to the PPA room and next to the inclusion room (mezzanine level between ground and first floor).
- The PPA room has six computers and a photocopier.
- All teaching staff will be provided with an iPad. The School has wi-fi internet access throughout.
- Hot drinks may be taken out of the staffroom during the school day in safety cups with lids while the children are around.
- Photocopiers are also located in the staffroom and the inclusion room.
- Bikes should be locked up on the bike rake in the back playground.

Administrative procedures

Petty cash

- You must get authority from the budget holder or the Head Teacher before purchasing goods through petty cash.
- Cash will be paid to the amount of £75 only, more than this amount will be reimbursed by cheque.
- You MUST always obtain a receipt for goods purchased, if shopping at a supermarket please get a separate receipt. ***If you do not have a receipt you cannot be reimbursed.***



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Attach the receipt to the petty cash voucher and give to **school office. Where applicable, please obtain a VAT receipt.**

- The same procedure is required for a purchase over £75 for cheque payment. If you do not have previous authority from Jo you may be unable to reclaim the money.

Orders

- Use the school official order form, fill in all the relevant information, make a copy for yourself, and pass the original order form to Christine.
- School Admin Officer will put your order onto the computer.
- School Admin Officer will check the signature of the budget holder, sign and pass on the order to Jo. Jo will oversee order forms above a specified amount and School Admin Officer will send to/fax the company.

Receipt of goods

- Please tick the goods delivered and if correct sign the delivery note, pass the note to the School Admin Officer who, on receipt of the invoice will check against delivery note.
- If invoice is correct School Admin Officer will stamp the invoice and pass to you to initial and authorise payment from your budget.
- The invoice will then go to Jo to be certified for payment and a cheque will be made out which The Head Teacher or Deputy Head Teacher will sign.
- Please return delivery notes promptly to School Admin Officer in order that the goods can be passed for payment, delay in payment can sometimes incur costs.

Outings/trips and visitors

- See Educational Visits Policy.
- All trips must have a white Educational Visit form filled out and the date and trip agreed by the DHT.
- London is a wonderful resource, there are lots of places to visit which are free. Try to use these. You can apply for free travel for the children.
- Please discuss the date of your trips or visitors with your phase leader and make sure they are aware of the names of the accompanying adults at least 2 weeks before the trip. It is your responsibility to inform ALL staff who are going. Discuss this with your phase leader.
- Please be aware that most helpers are also dinner supervisors. If a TA is out all day we are short at dinnertime. You **MUST** clear this with Elaine or Kathy.
- Trips and outings are an important part of a child's education. If you are going out all day on a trip check with your phase leader and if you require items such as sick or black bags tell Pat. **(Not on the morning of your trip)**
- Please try to give 2 weeks notice. Tell Christine how many children are going; if packed lunches are required they must be ordered 2 weeks prior to visit on lunch order forms children who have free dinners get a packed lunch ask the other children if they want to bring a packed lunch or pay for one. Please do not mark them for lunch if they bring their own packed lunch. Free travel is available, if you are not sure how to apply ask School Admin Officer.



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- A note informing parents must be sent home and a signed slip must be returned to the teacher for each child.
- **A child cannot go on a trip without written permission from parents.**
- (Visits to the library or to a local shop during school time, not involving public transport are permitted without individual permission.)
- A standard letter is available.
- Money collected must be entered on a form (available from Pat) and taken to the office by the TA.
- Trip money must be sent to the office using the appropriate form. Where possible ensure that trips are free.
- All visitors must be signed in and wearing a school visitor badge.

Adult to pupil ratios:

Nursery/Reception – 1 adult to 2 children

KS1 at least 4 adults with a class of 30.

LKS2 at least 3 adults with a class of 30.

UKS2 at least 3 adults with a class of 30.

- Accompanying adults must be from the relevant phase, parents should be invited. Make sure everyone involved is informed. You **MUST** do a safety talk with the children before you set off. You must complete a risk assessment before you go out, it must be signed by Jo just before you leave the building. Do not send forms to the office before the day.
- At least one teacher accompanying the group must have made a visit before you take a group of children whatever or where ever the venue is.
- Money collected must be entered on a form (available from the SBM) and taken to the office with the registers.
- Leave a list of children actually going on the school trip and expected time of return to school, in the office.
- **All members of staff must take an active role in supervising /talking to/playing with the children. PLEASE DO NOT MAKE OR RECEIVE PERSONAL CALLS DURING THE TIME YOU SHOULD BE SUPERVISING THE CHILDREN.**
- When on the tube, train or bus try to travel in the same carriage or bus, count the children every time you get on and off a tube, train or bus. Wait standing away from the edge of the platform.
- An adult must accompany a group of children to and from the toilets. Children must not go to the toilet unsupervised.
- **If you are going to be late back from your trip you must inform parents.**
- Before the children go out on a trip they should be reminded about good/acceptable behaviour.
- **Don't forget to take a first aid kit and the mobile phone.**
- **All children and adults must wear the Hi-Vis jackets.**
- If you think you may be late back please telephone the school and let us know.
- **A school trip form, a risk assessment and a checklist MUST be completed and signed by HT or DHT before you go on a trip.**



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PE

- At the beginning of each academic year letters will be sent to parents informing them about PE and swimming days. Girls must change to shorts or leggings (for health and safety reasons girls cannot wear scarves or earrings for PE) and a T-shirt. Boys must wear shorts (track suit bottoms are permitted for outside activities) and a T-shirt for PE. (Infants can wear pants and vest or shorts and T-shirt if they prefer). Swimming is for children in year 3 only.
- Children must wear trainers or plimsolls to the gym or hall and leave them at the side. Children should not walk bare feet to the gym or hall. **Bare feet must be used in the school halls.**

PE in the playground

- Suitable shoes (trainers or plimsolls) must be worn. Children must have a change of clothes. (Boys should have shorts and T-shirt/girls should have shorts/tracksuit bottoms/ leggings and T-shirt). All children do PE unless a written note is received from a parent.
- PE equipment is in the gym. It is important to put equipment away carefully.

Swimming

- Y3 go swimming, children must bring swimsuit, towel and hat. Children are NOT allowed to go home for their swimming kit once they have arrived at school.

Parents

Communication with parents

- Parents will receive a Curriculum newsletter each half term from the class teacher outlining the topics and areas of the Curriculum being taught. Important dates and events are also included.
- School newsletters are also given out each term.
- The school website is used to communicate events and information – www.randalcremer.hackney.sch.uk
- A text message service is used by the school to communicate positive messages, behaviour, or general reminders. If sending a text as a classteacher, please be mindful of language used and send to a member of SLT as well so they are aware of what has been said.
- Parents cannot come to your classroom and see you without an appointment so direct them to the office to allocate a more appropriate time. However, use your judgement if you feel there is something that needs to be dealt with quickly and make your time flexible if the situation is needed.



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- Parental help in school for such things as educational visits, assisting children with their work etc. is valued and welcomed but has to be properly organised.
- Parents who help out in school on a regular basis will not normally work in the classes their own children are in. *(This does not apply to educational visits. Teachers should seek help from the parents of children in their class for educational visits.)*
- A list of all parent helpers should be held in the office and the Headteacher or Deputy Head must first approve any new names following a DBS check.

The Assistant Head is responsible for developing links with parents and should be consulted when teachers are looking to develop parental involvement in any areas of school life.

Lost property

- If children's property is lost (coats, hats etc.) children should inform their teacher who will send them with a partner to check other coat racks near by and the lost property boxes in the Ground Floor corridor.



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Classroom environments – making them feel “alive”

Classroom Checklist

One of the monitoring criteria for observations is the classroom environment. We want the classrooms in Randal Cremer to be child friendly, stimulating, supportive of children's learning, and supportive of them becoming independent learners.

Furniture

- Are there enough chairs and tables?
- Are they the right size?
- Are they arranged in such a way that the children can comfortably see the whiteboard?
- Is the storage furniture arranged in such a way that curriculum resources are grouped in curriculum resource areas?

Carpet

- Can your children sit comfortably on the carpet?
- Do they have clear sightlines of the whiteboard and the teacher?
- How much clutter are they distracted by?

Equipment

- Is it stored tidily?
- Are drawers labeled in a uniform way
- Is it appropriate to the age of the children?
- Is the equipment easily accessible to the children?
- Is it clean? (art equipment- palettes etc)

Book corners

- Have you got a range of books appropriate to the children in the class?
- Are books displayed attractively?
- Is the book corner comfortable?
- Do you have featured author displays?
- Do you supplement classroom stock with loans from the library.

Children's Books

- Children's book labeled and stored appropriately (Covers)
- Dictionaries /Thesauri

Displays

- Do the displays support and reflect the work going on in your class?
- Are they interactive?
- Do they include children's work?
- Are they interesting to children?

White Boards and Interactive Whiteboards

Are there lots of display round the boards/ (space around the boards must be kept clear)

Other issues

- Do you have piles of mess around the room?



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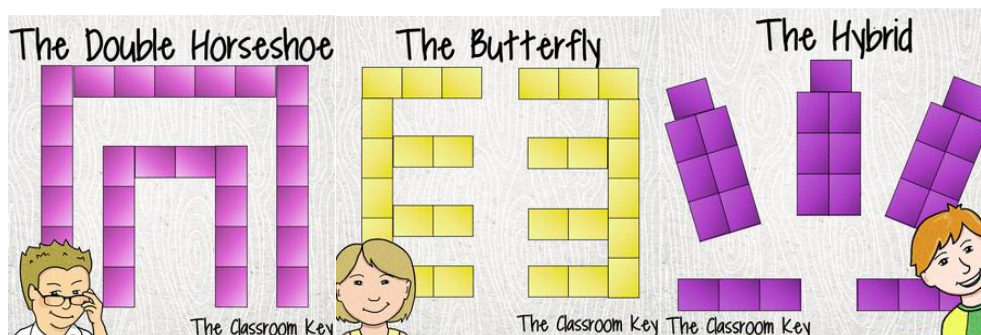
- Do you have old computers that are not needed?
- Where do you store your files /resources? (Designated space)
- If you were a child would you feel comfortable and able to learn in this room?

Classroom Seating:

Careful consideration to seating can save a huge amount of time and energy through supporting behaviour management, facilitating collaborative and independent work and ensuring movement around the classroom is smooth.

Key factors are:

1. All children must be able to see the board and teacher easily. If children are sat with their back to the teacher or board they will not see signals and will not be able to access learning prompts.
2. Disruption can be caused by not having a clear path for lining up, moving from the carpet to the tables (EYFS & KS1), not having easy access to resources.
3. Clutter can cause anxiety in some children and also makes your job harder. Not being able to locate things quickly and easily breaks up lessons and leads to confusion.
4. Consideration must be given to how books and equipment are stored. How much time do you lose through children fussing about not having a ruler, pencil or pen? By the time some children are equipped they have forgotten the learning intention and success criteria.
5. The way tables are organised is down to individual teachers and there is no right or wrong way. However, you must think through, does it promote: collaborative work both in partners or small groups, where will basic equipment and books be kept, can all children see you and the board? Children can be trained to reorganise desks quickly for different types of activities including pushing them right back for circle times and drama activities. Also, if you have less than 30 children, get rid of some desks. If new pupils arrive mid-term you can always retrieve a table.
6. Sometimes you may need to use different sized tables and chairs for children who are bigger or smaller than the average size of their peers. If this is the case you may need to get appropriately sized tables and chairs from storage.





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There is no magic arrangement – every class is different and you will need to experiment as you go along until you find an arrangement that works for you and the children.

DISPLAYS – See separate display policy

The environment is one of the most potent teaching aids in our class. It should be visually stimulating and lively and should help to develop and engage children's learning.

There are so many exciting ideas that should or could be in our classrooms and below are some that will make your classroom outstanding and some that are simply essential - the fundamentals. The list is to help you make your classroom interactive and, most importantly, to promote learning and to create an aesthetically pleasing atmosphere. **List A** represents what is expected in a classroom and **List B** represents what is desirable. Although it is extremely important that our classrooms remain individual (who wants to see classrooms that look the same?), List A represents the essentials and no doubt what you intend to create in your classroom - so hopefully this checklist will not make any additional work for you.

List A (essential)

- Working wall (Numeracy and Literacy- see 'AfL What is a Working Wall?');
- Wall for Science, Topic.
- Children's targets displayed/in their books/sent home to parents (please wait for the staff meeting on this);
- Next steps for learning/WAGOLL ('what a good one looks like') – what do children have to be able to do to demonstrate mastery? These can be on tables, walls and/or white/Smartboard (i.e.: APP/Criterion Scale crib sheet).
- Learning Objective clearly displayed on IWB
- Subject prompts/steps to success clearly
- Class Charter;
- A clear and visual writing display – to include the entire punctuation pyramid and examples of vocabulary (Word Aware words), connectives and openers. These could include words/phrases from children, higher level words, phrases 'borrowed' by books children are reading in their Guided Reading/Literacy/History/Topic etc.. Another idea is to use the VCOP mat and stick them on the tables/put them in their boxes on tables (etc.);
- Subject-specific vocabulary displayed;
- X Table grids (either large on display or individual on all tables);
- Number lines (again differentiated for year group);
- Alphabet/sounds/phonics/blends displayed (more so for KS1/Displays to PROMOTE learning)
- Visual timetable (particularly important for SEN pupils);



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- Motivation display (i.e.: showing 'Stars of the Week or Golden Time points/Team Points etc.);
- Exciting and enticing reading corner.
- Clear models of the Nelson Handwriting scheme.

List B (desirable)

- Plants;
- Birthdays;
- Posters - taking account of children's interests;
- Discovery Learning (AfL): open-ended/questions related to current learning (Blooms Taxonomy);
- Maths words/place value chart/more and less than cards/angles support etc. (look in Sparklebox for many exciting ideas);
- Class monitors.....Notice board with groups on.

AfL: Work in Progress: The 'Working Wall' Approach (Literacy/Numeracy)

What is a Working Wall? It is the public display of the learning process and evolves as each day progresses. It is not static. It can increase effective learning and teaching. The purpose of the working wall is to support children's independent writing. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work.

Well planned working walls can:

- **Support independent working and learning:**
Think of the Working Wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new tasks when they have self-assessed that they have successfully finished an activity.
- **Support whole class and guided group teaching:**
Models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support children in their understanding.
- **Celebrate success in Mathematics/Literacy:**
Examples of successful work and photographs of children working successfully should be displayed to show that work in Mathematics/Literacy is valued, and to support learning.

It is a good idea to allow children to make contributions to the wall; post-it notes are an ideal resource for this.

What could a Working Wall include?

- Objectives of the current unit (i.e.: 'This week we are learning:'). This will change as the unit of work moves on (please include this);
- Targets;
- Key Steps to Success (S2S);



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- Models and images linked to an objective or target;
- Key vocabulary/Mind maps;
- Practical mathematical resources linked to an objective or target;
- Examples of children's work linked to an objective or target (building up to eventual completion) – guided/independent;
- Photographs of children working;
- Child selected activities that they can borrow from the working wall to support or extend learning;
- An opportunity for children to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or exploring relevant practical resources.

In Conclusion:

A working wall is:

- Situated close to where we most often teach;
- A place where children can find key information about their current learning;
- Added to over a series of lessons;
- A place where anyone can make a contribution;
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams;
- Frequently changed to be current;
- Adapted to suit purpose;
- Age related;
- A place to display targets;
- Explicit acknowledgement of children's contributions;
- A place that has visual impact;
- Confidence building;
- Constantly used and referred to;
- A place for planning / structure of children's work;
- A teaching aid reinforcing teaching points;
- A wall that WORKS!!

A working wall is not:

- A display;
- A permanent fixture;
- A receptacle for every bit of information relating to a topic/ series of lessons.

Resources

- Each book must be labelled with child's full name, and subject.
- Books should not be taken home for homework or to finish work.
- Each child has a homework book.
- Nothing can be written, drawn or stuck on the covers of books.
- At the end of the year, books may go home with the children if they would like them.
- Staff may wish to keep a sample of books for progress evidence.



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- **The writing Learning Journey book is sent up to the next class.**
- At the start of a new school year, in the Learning Journey, leave one blank page and indicate start of academic year with new class label/sheet.
- Junior children use black pens. (Children coming up into Year 3 earn their “Passport to use a pen”. The class teachers and the HoP decide when a child is ready to start using a pen.
- Children use blue pens to respond to marking or self or peer evaluate their work.
- All teachers use red pens for marking. **All work must be dated. Short date for Maths and long date for Literacy.**

Maintaining high expectations

Children need role models and we need to always lead them by example. The higher we raise the bar, the higher they will jump. We are the most important artefacts in the school. If we teach children in the right way, they will be inspired and will remember us for life, inspiring others in their turn. Ours is the most noble and important profession.

School Artefacts

- The school should reflect our values and sense of purpose. People should get a feel of who we are by looking around the school – classrooms, office, playground, books, etc. – and we therefore need to be very intentional about what we portray.
- The key question we should always ask ourselves is: **Is what I do rooted in our school values?**

School rituals and routines

- We place great emphasis on teaching our pupils social norms and nurturing a sense of community and belonging.
- Regular practised routines help the children to gain independence and ensure a sense of safety and security.
- Children should always know exactly what is happening and what is expected of them each day.

Class names

- Each class name is currently tube station names from the East London Line.

Children referring to adults

- Children may refer to all new staff by their first name.
- They should not prefix it with Miss, Mrs or Mr.
- Staff who have been in the school for some time can continue to be called by their surname prefixed with Mr, Mrs, Miss or Ms.
- Children should not be allowed to refer to adults only using ‘Miss’ or ‘Teacher’, for example.



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- Teachers are expected to know children's names and endeavour to learn the names of their parents.

Manners cost nothing!

Children should be taught about manners and all staff should model our expectations.

- The first child in the line should hold any door open for the rest of the class.
- Walking towards someone, you should look at them in the eyes when you're 10 meters away from them and smile, and then say hello when you're 5 meters away.
- Please and Thank you should be used in all requests.
- Children should be taught to use terms such as 'Excuse me please' 'Pardon Me' and 'You're welcome!'

Stay on Green

Please refer to the Behaviour Policy.

At Randal Cremer Primary School, we believe that strong character leads to successful classrooms. Strong character empowers children to take control of their learning and achieve to their highest potential. Because of these beliefs, we utilise a 'Stay on Green' chart in every classroom, based on our values and the notion of Growth Mindset. At predictable intervals and sometimes within lessons, the teacher will "check in" with the pupils about their character. If a pupil has shown that they're striving for excellence, been respectful, worked collaboratively, shown that they've been responsible for themselves and others, and/or aiming to be creative, they can be awarded Bronze, silver or gold awards. Within the lessons, teachers should use the upward movement to motivate and encourage the pupil to make good choices. This may include verbally narrating positive behaviours and character traits such as, "I can see Sophie aiming to always achieve by working out a difficult problem right now so I am moving up her name." This movement upwards on the 'Stay On Green Chart' reinforces behaviour that leads to classroom success.

Transitions and Non-verbal communication

Read, Write Inc signals will be used to gain the students attention and to call for order. Signals should be silent where possible.

- A silent stop
- 1, 2, 3 transition to tables
- Turn to your partner
- The pace of lessons should not be interrupted by having to stop and get a child's attention. Non-verbal communication is a powerful way to ensure every child is on task and/or doing what is expected. For example, while teaching, if a child is not paying attention, the teacher could click their fingers and, if necessary, move closer to the child while maintaining the lesson's flow. In corridors, everyone is expected to be quiet.
- Children and adults are encouraged to use non-verbal communication (e.g. using Makaton signs to say 'thank you' if someone has held the door open).



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Movement around the School

- When escorting children around the School, teachers must ensure the children are quiet.
- Teachers should be positioned so that all the children can be seen all the time and avoid talking themselves, unless absolutely necessary. If unaccompanied, children must walk sensibly along corridors.
- From an early age, the children should be encouraged to go to the toilet at playtimes. As the children progress through the School, the times they need to go during lesson time should decrease.

Leading a line

- When children are walked around the School in a line, adults must ensure they can see every child at all times. This means that lines should not extend around corners, should not be allowed to get too long and that adults need to position themselves in the middle of the line rather than at the head or back of the line.
- Children need to be taught where to stop and it needs to be clear to children that these 'stops' are to be used at all times. Make sure you know where you want children to stop at the beginning of the year, and stick to these 'stop points' throughout the year.

Noise levels

It is recognised that noise levels will vary depending on the age of the children and the type of task in which they are engaged. However, quiet children tend to be calmer, more reflective and easier to manage. In the same way adults talk calmly to the children; pupils are also encouraged to communicate quietly with each other.

- Noise levels should always be appropriate for the type of task being undertaken and should never be at a level, which will disturb or distract others in the school.
- In the open areas of the school building, children and teachers have to be particularly sensitive to the activities being undertaken in nearby areas.
- Noise levels should normally be fairly low and should reflect the fact that children are expected to be "On Task" throughout the school day.
- When classes or groups of children are moving around the school, e.g. into assembly, they should remain very quiet and move in an orderly manner. This is particularly so if other children are still working in their classes, e.g. when KS2 children go out to play.
- Noise levels in the dining hall at lunchtime will be higher as children chat to each other over their lunch. Provided the children are not shouting and provided the children are sensible then a higher level of noise is acceptable.
- When the whistle is blown for the end of break children should line up quietly when asked to do so and enter their classes in a quiet and orderly manner.



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Tracking the speaker

- Children are to make positive eye contact with whoever is talking. We call this 'tracking'.
- If the speaker moves, children are to move their eyes/heads/bodies to maintain eye contact at all times.
- Adults may use a click of their fingers to get a child's attention.

SLANTing

- Children are expected to SLANT at all times. This means they Sit up straight, Listen actively, Articulate positively, Nod intelligently, and Track the speaker.

Sitting

- Children are expected to sit appropriately. This means that while they are on the carpet, they are to sit with their backs straight, track the speaker and have their hands on their laps.
- While on chairs, children must not be allowed to slouch or slump. They must be reminded, and expected, to sit upright, feet together and firmly on the ground with their chair tucked in.

Handing out resources

Routines for handing out/collecting in resources must be established immediately. For example, an effective way of handing out white boards and pens while children are on the carpet is as follows:

- Children are seated in their allocated spot on the carpet
- At the end of each line, is a tray with 6 boards, 6 pens and 6 erasers.
- The child closest to the tray takes one of each and passes the tray along.
- The empty tray is placed on the carpet next to the last child.
- The reverse procedure is used to collect in the boards.

A similar procedure is used to hand out paper, worksheets etc.

No hands up

A variety of strategies are used to seek input from children. At Randal Cremer Primary, we have adopted a 'no hands up' approach. The aim is to keep everyone engaged by, mostly, using 'cold calling' strategies. An effective 'cold calling' strategy, for instance, is to have available a set of student-name cards or lollipops. If a name is pulled, that child answers a question. The cards are then placed in a separate container. The intention is that every child is called on at least once every day to answer a question. At times, if cold calling isn't appropriate and if children are expected to show if they know an answer, they need to show a 'thumbs up' in front of their chest, so as not to block anyone's view.

Checking uniforms

Uniforms are checked throughout the day. The big check takes place first thing in the morning, ideally while parents are still in the playground. Children not in full uniform are sent to the office where parents are called. It is every adult's responsibility to remind



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children about the presentation of their uniform. Children are not permitted to wear jewellery with the small exception of a watch. Pupils may wear small ear studs and religious jewellery must be small and hidden from view. All jewellery should be removed for PE.

Marking

- Through marking, children receive feedback on the work they have done and teachers are able to assess the children's level of understanding. The Marking Policy is at the end of this handbook.
- Senior Leaders will formally monitor the marking of books against the current Marking and Presentation Policy, on a regular basis.
- Teachers will also have the opportunity to see each other's books during team meetings, to have a clear understanding of progression across age groups.

THE MARKING AND PRESENTATION POLICY CAN BE FOUND AT THE END OF THIS HANDBOOK.

Lesson format

All lessons should:

- Have clearly defined Learning Objectives and Success Criteria. These should be made explicit to the children, explained and displayed near the start of the lesson.
- Be stimulating for the child. Teacher exposition should be kept brief and children should be actively involved wherever possible. ICT should be used creatively to engage pupils.
- Be well paced. No one element of the lesson should be allowed to overrun to the detriment of another. Time targets should be set to establish and maintain a brisk pace.
- Have AfL as an integral part of every lesson.
- Have a teacher focus. The teacher must be constantly involved in teaching. (whole class, group or individual).
- Clearly evident collaboration between teachers and LSAs.

Recording Evidence for scrap books – Science, PSHE, MfL, Drop Down and within Topic lessons

- Teachers and LSAs should take photos and record short clips of their lessons so that we can build a database of creative practice across the school.



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CREATIVE ORGANISATION

Hall Display rota

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School values and establishment curriculum	✓					
Drop Down process		✓				
Art			✓			
Science				✓		
Humanities					✓	
Growth Mindset/school council/citizenship /parents/school events	SLT/Pastoral support/ Subject leads	SLT/Pastoral support/ Subject leads	SLT/Pastoral support/ Subject leads	SLT/Pastoral support/ Subject leads	SLT/Pastoral support/ Subject leads	SLT/Pastoral support/ Subject leads

Monitoring

Please see the Yearly Planner for details

Application of the Policies

The policies apply to the Headteacher, SLT members, teachers and support staff employed by Randal Cremer except teachers on contracts of less than one term, those undergoing induction (*i.e.* *NQTs*) and those who are the subject of capability procedures.

ENRICHMENT AND EXTRA-CURRICULAR ACTIVITIES

We believe in the central importance of ‘enrichment’ activities and expect all staff to take these seriously. Please, support external and internal staff by welcoming them into your class, sharing appropriate information, being on time and following up on any concerns or incidents raised by them.

All children, during their time at Randal Cremer Primary, will experience a series of activities they might not otherwise experience.

The school now delivers a “Drop Down Curriculum” in the afternoons for Y1-6 to help children experience a wider curriculum but also life skills that are important to their development.

We follow the “Targeting Life Skills Model” to help our children grow into good citizens of society and within our community.



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We also value the wide range of skills and interests that our staff have and the opportunity this brings to share them with and teach to the children.

EYFS and KS1 Experiences may include:

- Pond dipping
- Cook food we have grown
- Watch chicks hatch
- Make a daisy chain
- Grow and release a butterfly
- Visit a library
- Go on a bear hunt
- Have a teddy bear's picnic
- Watch a performance
- Learn to play a musical instrument
- Invent something
- Create some wild art
- Identify flags from different countries
- Visit a museum
- Overnight adventure: pupils in Year 2 will have the opportunity to camp overnight

Lower KS2 Experiences may include:

- Visit a farm
- Hunt for fossils and bones
- Play in a stream
- Build a den
- Go for a boat ride
- Hunt for bugs
- Skim stones
- Fly a kite
- Volunteer
- Learn to ride a bike
- Join a library
- Meet an author
- Play a song on a musical instrument
- Have a pen pal in a different country

Upper KS2 Experiences may include:

- Gorge walking
- Orienteering
- Midnight walk



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- Climb a huge hill
- Explore a cave
- Pick wild fruit
- Learn to cook a meal
- Visit a waterfall
- Organise a charity event
- Go to the theatre
- Perform on stage
- Publish their own work
- Travel abroad
- Request food from a shop abroad

The role of subject coordinators and phase leads

Subject co-ordinators

Responsibilities:

- To identify and address strengths and weaknesses within the subject area in the School, and draw up an action plan that is linked to the School development plan.
- To ensure that all policies, resources and curriculums are well-organised, constantly reviewed, updated and easily accessible.
- To ensure that all staff and support staff are familiar with all policies, planning frames, frameworks, resources and the curriculum in use at the School, and to support them where necessary.
- Monitor the quality of provision/compliance and impact through observations, meetings, work scrutiny.
- Produce termly reports linked to progress and attainment.
- To prepare reports for the Senior Leadership Team and Governors.
- Ensure areas of responsibility are fully resourced and fully utilised.
- Provide training and support for other members of staff.
- Ensure the curriculum is fully developed and schemes of work are relevant and up to date.
- Be aware of national, local requirements and initiatives.



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Core Subject Leaders:

Responsibilities:

- To identify and address strengths and weaknesses within their subject and implement the SDP supported by their own action plan .
- To make sure that long, medium and short term planning, and individual pupil planning is carried out and implemented by teachers in the phase with the framework of the School policy and procedures.
- To monitor the quality and consistency of provision in their subject
- To work with the assessment coordinator and share responsibility for all aspects of assessment in the phase, and to lead the analysis of data within the phase.
- To ensure the support of Newly Qualified Teachers, teachers in training and other students and trainees working in the phase.
- To prepare reports for the Senior Leadership Team and Governors.

Phase Managers

Responsibilities

- To have overall responsibility for the day-to-day supervision and management of all staff working in the phase.
- To ensure compliance within the phase with regards to School ethos, policies and deadlines.
- To hold regular meetings to disseminate information to the phase and senior management teams.
- To take on extra duties in the absence of the Senior leadership team.
- To ensure all trips, visits, workshops are booked and staff allocated accordingly.



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Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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Health and safety

Children should never be left unsupervised, whether in a classroom or waiting in the corridor. If a child is “missing”, for example, s/he has not returned from the playground or toilet, please inform the School office immediately.

An additional handbook ‘Health and Safety on Off-Site Visits’ is available at the School office.

First aid

- The School’s administration officer and the learning support assistants are qualified first aiders.
- Please take any children who are ill or hurt to the School office. Routine illnesses should be dealt with by the learning support assistants in the first instance.
- All incidents requiring first aid must be recorded in the School’s accident book which is kept in the School office.
- Parents must be called in all cases involving children bumping their head.

Emergencies

Fire

Fire regulations are posted in each of the classrooms and offices. Please familiarise yourself with the regulations. There are named fire marshals and designated areas displayed in the school offices, please familiarise yourselves with these.

In the event of a fire, staff must:

- Lead the children out in a calm and orderly manner to the designated area, indicated on the Fire Action (Emergency Plan) poster displayed in all rooms.
- Assist other staff by helping to escort the children to safety if they are not teaching
- Ensure the children line up in class and year order and take the register. Registers are collected and taken out by the administration officer.
- Ensure that students stay in quiet, orderly lines throughout the roll call period. This may mean several minutes after the building has been checked and declared safe by the Headteacher. No class should return to the building until officially dismissed by the Headteacher.
- Supervise the doors for readmission to the building if they are not class teachers

The Designated Fire Officer and Fire Marshals will check the whole building.

- All staff must sign in and out each day. Staff should notify the office if they leave the school building at any time during the day, including during lunchtimes so they can be accounted for in the case of a fire.



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- Fire drills will take place termly and the fire alarm is tested each Monday before school.

Courses and Professional Development

If you wish to go on a course please follow the procedures listed below:

- During your Performance Management, you will be asked how you would like to develop your career.
- Ensure that courses are matched against your PM targets or your curriculum area.
- Discuss your choices with either your line, team or performance manager.
- Your line manager will be responsible for completing the sheet below and signing off courses.
- We will do our best to accommodate CPD for all. Sometimes it may not fit within the school development plan and, therefore, the budget. On these occasions, the CPD will not go ahead.
- All applications for courses will be checked against relevant criteria. We will then arrange for your courses to be booked by our Administrative Staff. A copy of the booking sheet will be given back to you for your reference.
- A lot of professional development will occur "in house". There is a lot of expertise amongst us. Coaching will also be used to further professional development and practise.

Name					
Subject being coordinated [if applicable]					
Venue	Page Number	Course Title	Reference Number	Date, Time & Cost	Contact person and number
1					
2					
3					

Courses approved 1. 2. 3.

Course booked 1. 2. 3.



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Behaviour policy Summary

All children are expected to exhibit 'green' behaviour all of the time.

	Rewards
Gold Behaviour: Consistently great learning and social behaviour including: <ul style="list-style-type: none"> - Being an amazing, supportive Learning Partner - Going above and beyond in Project Homework - Demonstrating a Growth Mindset and persevering even when work is really challenging - Demonstrating our school values of Love, Teamwork, Respect, High Expectations and Equality both in lessons and in the playground. - Exemplary manners both in and out of school 	Certificate and 3 additional Green Points towards class total. Text Home
Silver Behaviour: Consistently amazing learning and social behaviour including: <ul style="list-style-type: none"> - Showing support and understanding to your learning partner - Always completing homework tasks and learning spellings and times tables - Showing a Growth Mindset even when finding work hard - Making good choices both at playtimes and in the classroom and for all staff - Remembering good manners at all times during the school day and for all adults and children 	Sticker and 2 additional green points towards class total Text Home
Bronze Behaviour: Consistently good learning and social behaviour including: <ul style="list-style-type: none"> - Being a supportive Learning Partner - Completing all homework - Persevering even if the work is hard for you to do - Making good choices in the classroom and playground - Remembering good manners in the class and playground towards all staff. 	Sticker and 1 additional green point towards class total. Text Home



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-	
<p>Green Behaviour: This is the expectation we have for all our children at all of the time:</p> <ul style="list-style-type: none"> - Working hard in lessons - Celebrating mistakes - Showing good listening at all times - Being kind to one another - Showing respect to adults and children - Looking after our school and property - Taking turns and waiting politely - Remembering good manners cost nothing and always remembering to say please, thank you, excuse me and holding the door for adults and children - Taking pride in our presentation and in wearing our uniform 	<p>Green Point for every child on Green at the end of each school day Additional Green points can be given by any member of staff and count towards the class total.</p>
	Sanctions
<p>Blue Behaviour Out of seat Rocking on seat, slouching Calling out Not listening/ paying attention Pushing, shoving in line Running indoors In wrong place Not working Not clearing up</p>	<p>Informal gesture: eye contact, frown, gesture. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time. Movement down the 'ladder'. If still on blue at end of the day – minus five minutes from Green Time.</p>
<p>Not fixing their behaviour and returning to green. Distracts others Inappropriate physical contact, e.g. poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage (pencils) Telling lies to get others into trouble Persistent rough play</p>	<p>Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time. Movement down the 'ladder'. If still on yellow at end of the day – minus five minutes from Green Time.</p>
<p>Distracts others Inappropriate physical contact, e.g. poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking</p>	<p>Movement to the Reflection Table and completion of Reflection Sheet. Satisfactory completion, return to Yellow. A private reminder about the behaviour we wish to see- inviting them to make the</p>



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<p>inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage (pencils) Telling lies to get others into trouble Persistent rough play</p>	<p>right choice. Repetition of task/ completion of work in own time. Movement down the 'ladder'. If child is unable to fix their behaviour or fails to complete the Reflection Sheet, send to Partner Class for the remainder of the session, Record on SIMS and inform parents by text or in person. If child continues to show red behaviour on return to class, send to member of SLT on duty. Withdrawal from play times. 3 reds in half a term = meeting with parents, SLT and child.</p>
<p>Straight to Red Physical aggression Verbal abuse including any language considered:</p> <ul style="list-style-type: none"> ▪ Racist ▪ Homophobic ▪ Insulting to someone's gender ▪ Insulting to someone because of a disability <p>Not following an adult's instructions Arguing with an adult Rudeness towards adults or other children Swearing Defacing or damaging any school property Persistently stopping other children from working or being able to concentrate</p>	<p>Child must be sent with an adult to the member of SLT on Duty. Internal exclusion from class for the session. Record on SIMS and inform parents. 3 straight to Reds in half a term = 1 day Exclusion</p>



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Randal Cremer Marking Policy 2016

“Feedback is only effective if it is acted upon.” Shirley Clarke

General Marking Procedures

Teacher

- Always use red pen
- Teach the policy and the marking code to the children
- Teach the children how to give feedback to others
- Acknowledge every piece of work either with adult light touch marking, comments or opportunity for SA/PA
- Work to be initialled and dated by adult who marked it
- Use constructive advice to improve
- Use positive language
- Directly link comments to LI or SC
- Allocate enough time for the children to have opportunities to respond to feedback or make changes to their work
- Use standard English
- Handwriting follows school handwriting policy
- Next steps are demarcated with (stairs)
- Instruction for written feedback will begin with a directive verb e.g Show..., Which...? Why...? Explain...? rather than Can? Did? Do? Etc.
- Mark as many pieces of work during the lesson including verbal feedback (VF)

Support Staff

- Always use red pen
- Directly link comments to LI or SC
- Use standard English
- Handwriting follows school handwriting policy
- Work initialled and dated by adult who marked it

Children

- Use school provided pens to complete tasks
- Answer or reply to all written and verbal feedback
- Complete feedback, SA and PA in blue pen
- Peer or self-assessment marked with symbol and initials/name
- Follow presentation expectations to complete feedback

There should be a fair balance of adult and child marking and responses to feedback.



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Frequency of marking

Marking and feedback can take place during the lesson alongside the child or a group of children and also after the lesson has been completed.

A minimum of one formative marking session a week is necessary to inform the next steps for teaching and learning in both Maths and Literacy, however all work should be acknowledged. Teachers should use their professional judgement to select which pieces of work will be marked more deeply with a formative comment.

On the days there is no feedback marking, work must be acknowledged. If work is peer or self-assessed, it must still be acknowledgement marked. The acknowledgement marking will be given a circle, triangle or square at the end of the work which will correlate to a starting task for the next day. These activities are ten minute activities and can be peer or self-assessed.

Verbal feedback

Verbal feedback is widely agreed to be the most effective feedback. This means discussion of work and direct contact with the child or a group of children. Even though it should be used with all children, it is particularly appropriate with younger, less able and less confident children. This may be to correct a child's understanding or to extend the child's learning. Such an exchange will be accompanied by **VF** at the appropriate place in the margin to show where the child has received feedback verbally.

Early Years Foundation Stage

Children in the early years will receive continuous feedback and next steps in the form of:

- Verbal comments that recognise achievements.
- Photographs to show success and achievements –these will be displayed around the classroom as well as entered into the children's profile.
- Children will have continuous access to their achievements in their learning profile
- Achievements and next steps will be shared with the parents using the 2Simple programme. One observation and notes will be emailed to the parents by the child's key worker termly.
- Success criteria (in the form of pictures) will be displayed around the classroom for children to see and use.
- Written comments will be used in the children's writing books, maths books and next steps will be identified using the Early Years Profile.
- Children being encouraged to share their success with one another as well as staff, parents and carers.
- Children will be taught the appropriate evaluative language they need to be able to comment on their own and other children's work and also understand the comments made by adults e.g I made this train.
 - *"I like the way the wheels rotate"*
 - I've done this picture.
 - *"I can see you have put lots of detail in there, flowers, people, trees"*
 - I like this because.....
 - I made this.....
 - I did this.....
 - I've done this...



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Guidance for Special Books- May 2017

- All annotations are to be in **black pen**, except direct quotations from children which can be in blue pen with speech marks around, or in black pen with speech marks around.
- Any children's annotations (Reception) should be in blue pen, in line with the school Blue Pen response policy.
- Annotations should be in **2nd person**, addressed to the child. E.g. *Wow Jacob, you have drawn a fantastic cow! I like that you have remembered the ears and the tail."*
- The date (Month and Year) must be on **every page** or **every double page in the centre** in clear, large/bold letters.
- Each photo or piece of work should be labelled with the Area or Areas of Learning that it relates to. Please use table below for the abbreviations (in bold):

Prime Areas			
Communication and Language CL	Personal, Social & Emotional Development PSED	Physical Development PD	
Specific areas			
Literacy Lit.	Maths Maths	Understanding the World UW	Expressive Arts & Design EAD

- Every month should have a double spread of work, with 4-6 pieces of work/photos, unless a month has fallen over a holiday, in which case 1 page is sufficient, with 2-3 pieces of work/photographs.
- Over a term (2 double pages) all **7 areas of learning** should be recorded either in photographs or in children's work.
- Work should not be stuck sideways. Cutting around work is preferable to folding, although the occasional bit of folded work is acceptable.
- Special book work should be independent, and if adult support has been given please label with AS, circled.
- Every half term should have a **parent comment** slip, filled in. Either from parents evening, or from the last parent reading of term. Parents that don't attend can be invited to comment at other times. Remind parents to write a **positive message**, addressed to their child.

Marking guidelines for Reading

In RWI, children are encouraged to self-assess and mark in blue pen where appropriate. Teachers should incorporate marking time in the lessons. Teachers should acknowledge work completed and check mistakes and misconceptions to be addressed in further lessons using light touch marking. During supported reading in Year 1 and, in the Summer, Reception; verbal feedback should be used as much as possible to move the learning on.



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During Randal Cremer Loves Reading (RCLR), teachers are expected to be using the Literacy codes to mark the work from these lessons. I Spies to be used to assess the children at least 2x a week. These can be from the whole class discussions or from paired/individual work. The Big Picture should be marked in depth with a next step weekly. Selfies should be light touch marked or with a feedback comment where appropriate.

Marking guidelines for Writing

Teachers should follow the school marking code to complete the light touch marking or use the shapes code (see below). A maximum of three spellings should be identified and corrected. Time should be given for the child to practise these spellings.

Where a repeated mistake has occurred, more individual or group teaching may be necessary for this to be addressed.

Comments/prompts are used to “close the gap” or extend children’s learning. These are written as a reminder, a scaffold prompt or an example.

For deeper marking highlighters will be used underlining the focus areas. **Pink (tickled pink) for the best examples of the success criteria** and **green (green growth) used for areas that need developing or correcting**.

In Literacy, acknowledgment marking can be replaced with the shapes. The shapes mean:

- Circle – pupil completed work and there were no issues from it - sentence level work, using grammar from the week.
- Triangle – pupil needs something embedded further - grammar / spelling focus.
- Square – pupil needs support from previous lesson – triangle activity with adult support.

This can be used to set tasks at the beginning of lessons for children to address their misconceptions or errors. This will be the blue pen evidence for improving or assessing their own work.

Children may also self-assess their work using the Circle, Triangle, Square code and place their books in the pile they believe they have worked at in the lesson.

In Year 1, the children should miss a line in their books for writing to enable corrections to be made and presentation to be practised. Verbal feedback is key in the Autumn and Spring term and children should be given time to act upon the verbal feedback within the lesson. By the Summer Term, Year 1 should start to follow the rest of the school marking policy and be taught about self and peer assessment and modelled the process of responding to written feedback. A code can be stuck in the book as a visual prompt for the children. See below App2.

Marking guidelines for Maths

The school marking code should be used for all light touch marking.

Check (ch) to be used a maximum of three times in a session. Where the child has repeatedly made the same mistake it should become a teaching point for that child. Verbal feedback should also be used during the lesson. Where check (ch) has been used, the children must go back, check their work and amend it.

Teachers should annotate where a child has used a resource for support and where they have worked independently.

Written feedback should include the Test it, Prove it, Use it prompts to check understanding and deepen their learning.

In Literacy, acknowledgment marking can be replaced with the shapes. The shapes mean:

- Circle – pupil completed work and there were no issues from it – challenge / prove it from last lesson.
- Triangle – pupil needs something embedded further –question on board to embed further e.g. word problem to embed skill learnt.
- Square – pupil needs support from previous lesson – triangle activity with adult support.



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This can be used to set tasks at the beginning of lessons for children to address their misconceptions or errors. This will be the blue pen evidence for improving or assessing their own work. Children may also self-assess their work using the Circle, Triangle, Square code and place their books in the pile they believe they have worked at in the lesson.

Marking guidelines for the Wider Curriculum

Science and Humanities (including RE) should follow the same principles of the marking codes for writing errors and maths calculations.

Peer and self-assessment should be encouraged in these sessions.

There should be evidence of written feedback and deeper marking twice per half term for Science and once per half term Humanities to develop the children's understanding of that topic.

Scrap books do not need to be marked.

Homework

Homework to be marked by the LSA with ticks and comments where necessary. Teachers need to monitor this every half term with a positive or improvement comment for the children

Visualisers

Shared whole class marking can be used to support a feedback session. Visualisers can also be used to help the children generate success criteria from an exemplary piece of work and also to teach self/peer marking and the school codes. This should be built into lessons as part of feedback time.

Monitoring

SLT, the Core Leadership team and the Wider Curriculum leads will complete book looks and learning walks to monitor this policy.

Pupil interviews will also take place to check children's understanding of the policy.



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Appendix 1 – Examples of high quality marking

Our feedback to pupils about their work should be positive, highlight achievement in relation to the learning objective and inform pupils of how to improve their work. Using ideas recommended by Shirley Clarke, we use comments/prompts to ‘close the gap’ or extend children’s learning in literacy, maths, and other subjects where appropriate.

Examples of these in literacy may be:

- A sentence with missing words for the child to complete

*I slept on a _____ couch with my _____ brother.
As fast as _____.*

- Providing an example prompt, modelling two or three words or phrases

*What did you see/hear/smell on the boat trip?
How was the character feeling? What did their face look like? What were they thinking in their heads?*

- Asking for one or two new words

Tell me a good adjective to describe the wolf?

- Asking for one or two sentences

*Write a sentence about the things Tim likes doing?
Think of a line that rhymes with power.*

- Asking for one or more sentences /paragraph to be replaced/rewritten

Rewrite your last sentence in a way that is more appropriate for an adventure story?

- Asking for an improvement in the continuation of an extended piece of writing

Write the end of your story using a range of words for ‘said’.

Examples in maths may be:

- A procedure is explained / modelled and then a question(s) asked
- If a child has understood how to convert cm to m, an extension question may ask him/her to convert m to cm
- Show me some *more lines of symmetry on the pentagon?*
- *A square has 4 sides and ____ corners.*



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- *Show me another way to calculate 15% of 50?*
- Test it –
- Prove it
- Use it

Some of the examples may also be suitable to use when commenting on work in other subjects.

In Science:

- *You can use a sieve to separate _____ from _____.*
- *Which other materials melt?*




In Humanities:

- *How do you think Howard Carter felt when he found the tomb?*
- *Write two sentences about Nelson Mandela's life since he was released?*
- Explain what you notice about celebrations in Hindu families and Christian families.
- What is the meaning of the word **drought?**

Appendix 2 Marking Codes

To be used in all areas of the curriculum

Everyone to use the following for challenge and stretch, support or reteach of a concept:

  	<p>Circle – pupil completed work and there were no issues</p> <p>Triangle – pupil needs something embedded further</p> <p>Square – pupil needs support from previous lesson</p>
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To be used as a feedback session the following lesson.

Staff Code of Conduct 2017-18

This Code of Conduct relates to conduct both inside and outside of school and via any external media i.e. social networking sites, mobile phones or any other media.

All Staff at Randal Cremer Primary School regardless of whether paid or unpaid are expected to work within these parameters to maintain and uphold our high expectations.

Staff who choose not to work within these guidelines may be subject to disciplinary procedures as described in the HLT/Governors Discipline and Grievance Policy. Noncompliance by volunteers and work placements may lead to termination.



The children remain at the heart of every part of school life. We pass any concerns, however small or seemingly insignificant, to the relevant staff in school. When dealing with sensitive or serious concerns we ensure that we do so in a way that puts the needs and safeguarding of children first irrespective of any knowledge we might have about the family.

Our Core Values are demonstrated in how we conduct ourselves:

Respect

- All Members of our School Community are important to the success of Randal Cremer Primary School.
- We know that **everyone** matters and strive to ensure everyone feels that they are treated fairly & listened to in a non-judgmental manner.
- We treat each other with courtesy, respect and trust, taking care **not to** make derogatory or hurtful remarks including visitors to our school.
- We strive to ensure **all** members of our community have a voice.
- We **try** to keep a sense of perspective and understand differing viewpoints.
- We remain **calm** in potentially difficult situations.
- We respect confidentiality.
- We seek a **solution** rather than apportion **blame**.
- We **avoid** personal disputes and resolve to settle conflict **immediately** and in a calm and rational manner.
- We **do not** question decision making in the public domain but seek an audience away from the public viewpoint.
- We make **every** effort to be flexible and accepting of change.

Diversity, Inclusion & Equality

- We put diversity, inclusion and equality at the **heart** of everything we do.
- We welcome and accept **all** people, and ensure we understand & celebrate **everyone's** unique differences and similarities.
- We respect that our community is made up of people from different backgrounds.
- We pass **any concerns** on as appropriate. When dealing with sensitive or serious concerns we ensure that we do so in a way that puts the **needs and safeguarding of children first** irrespective of any knowledge we might have about the family.
- We keep appropriate and accurate records where required.
- We are **all** responsible for the safety and conduct of **all children and each other** as members of the school community.



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Love

- We provide a **caring, compassionate, warm, welcoming and nurturing environment** for all members of our School Community.
- We promote an atmosphere of **trust** in a safe environment.
- We motivate and inspire at **every** opportunity.
- We **celebrate, promote and encourage**; perseverance, resilience, reflection and joy in learning.
- We make **all** members of our community feel welcomed, valued and cared for.

Teamwork

- We promote a **positive** approach to working as a team.
- We work together in the best interests of the **whole** school to solve problems.
- We **share** ideas and resources which may help colleagues and pupils maintain our high standards.
- We value the **differing talents** of others and use these for the good of the whole school.
- We value our relationships and **work hard** with all members of our School Community to achieve the School's Vision.
- We **ensure** that we take actions which take account of and support the roles and responsibilities of others.
- We recognise it takes a 'village' to educate a child.

High Expectations

- We recognise that **everyone** has a right to the **highest** possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is **never** compromised.
- We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community.
- We **all** work together to ensure consistency of outstanding processes & practices.
- We model and constantly show our **high expectations** from the way we dress to the way we prepare for learning.

When talking about our school we:

- **Emphasise** the positive and acknowledge our position as ambassadors for the school.
- Show loyalty to the school and its population.
- Are sensitive to our audience.
- Support the agreed structures and policies and uphold its confidentiality.
- Work for the good of **all** stakeholders and make every effort to see the wider school picture.

Attendance:

- We are punctual. We inform the school **immediately** if we are going to be late.
- Normal working arrangements apply for first and last days of term.
- We sign in and out daily (monitored).
- We inform the Head Teacher by **7.30 am** if absent for that day by text.
- We call at the end of **each day** (by 3pm) to update school except if signed off and school has been informed of return to work date.
- We make all medical and other appointments **outside** of school hours whenever possible.
- Teaching staff **must be** in school a minimum of 15 minutes before the start and at the end of school.
- Support staff **must be** ready to start working with children at expected time; therefore they must be in school in time to prepare themselves.
- We are **responsible** for checking the bulletin board, emails daily and reading the staff bulletin weekly.



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Randal Cremer Dress Code: Our High Expectations are reflected in the way we present ourselves within our community.

- Smart casual or formal wear.
- Safe, sensible and appropriate shoes for the task being undertaken. No flip flops or backless sandals.
- Casual but smart trousers including jeans.
- Dress or skirt should be of appropriate length i.e. not too short, or too long for you to have to hold up when climbing the stairs-this is a trip hazard.
- Tops that give adequate coverage i.e. no spaghetti straps or belly tops.
- Avoid clothing with huge logos and writing on them.
- Staff lanyard and fob must be worn at all times in school.

Personal and Professional Conduct:

All staff and visitors are expected to behave in a manner that upholds public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- **Staff must have an understanding of, and always act within, the statutory frameworks and standards which set out their professional duties and responsibilities.**
- **The use of mobile phones during working hours is strictly prohibited. In EYFS, phones must be locked in a safe place. In no circumstances must a personal phone be used to take or share photographs of children.** In exceptional circumstances permission will be granted for a phone to be kept on but this must be agreed with the head teacher
- **Although we communicate via email and expect them to be regularly read and responded to, it does not apply to the time that teaching is taking place. No staff should be responding to emails during this time.**
- **Smoking**, including E-Cigarettes, is **not** permitted on the school premises and **must** be out of sight of the school building.
- Hot drinks **are not** permitted in classrooms or corridors during teaching times.
- Gossip is **harmful** to relationships within the organisation. If there are any concerns about a member of staff's conduct it must be brought to the attention of your line manager or the Head Teacher, not discussed with members of staff.
- English is the language of the school. Unless you are interpreting for staff or children who are New to English, all interactions should be in English.
- All staff are expected to be familiar with the policies in place. Key policies must be read by the end of the second week of term and staff must sign the central register to show they have read them. These include: Child Protection, Whistleblowing, Keeping Children Safe in Education, Staff Leave and Absence Policy and Educational Visits and Trips.

Agreed by: Signature Staff member Date.....

Print name.....

Randal Cremer Primary School:



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A local school – committed to ensuring that all pupils leave the school able to excel academically and socially.